

FIELD EXPERIENCE HANDBOOK



2021-2022 Version

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INTRODUCTION

This handbook gives an overview of the field experiences (practica) that precede student teaching by programs and courses. It contains:

- descriptions of all field experiences (practica)
- instructions to candidates and faculty,
- communications to students and schools,
- forms for recording practicum hours,
- instructions for special assignments, and
- assessment instruments used to assess candidate performance.

The term “practicum” in the OC program refers to field experiences that occur prior to student teaching. At times student teaching is included in this handbook, but only to show the full range of field and clinical experiences. There is a separate handbook for student teaching, the clinical experience, which contains full information about student teaching.

EDUCATION FIELD EXPERIENCES (PRACTICA)

<u>COURSE NUMBER:</u>	<u>COURSE NAME:</u>	<u>PRACTICUM HOURS:</u>
ECED 3013	Nature and Characteristics of Early Childhood	12 clock hours
ECED 3023	Emergent Literacy	18 clock hours
ECED 4013P	Cognitive Skills Practicum	30 clock hours
ECED 4023	Topics in Early Childhood	4 clock hours
ECED 4111	Early Childhood Practicum	40 clock hours
ELEM 3233	Primary Reading Practicum	20 clock hours
ELEM 3900	Elementary Primary Practicum	60 clock hours
ELEM 4900	Elementary Intermediate Practicum	60 clock hours
ELEM 4544	Strategies for Reading Assessment	24 clock hours
EDUC 3121	Orientation to Teacher Education	33 clock hours
EDUC 3723	Education of the Exceptional Child	6 clock hours
EDUC 4112	Literacy in the Content Areas	33 clock hours
EDUC 4422	Elementary Music Methods	18 clock hours
EDUC 4432	Secondary Instrumental Music Methods	18 clock hours
EDUC 4442	Secondary Vocal Music Methods	18 clock hours

SECONDARY METHODS: Taught as one course with individualization by teaching field

EDUC 4463	Methods of Teaching Mathematics in Secondary Schools	45 clock hours
EDUC 4473	Methods of Teaching Social Studies in Secondary Schools	45 clock hours
EDUC 4533	Methods of Teaching Science in Secondary Schools	45 clock hours
EDUC 4553	Methods of Teaching Language Arts in Secondary Schools	45 clock hours
GNSC 4721	Science Modeling	1-2 clock hours

REQUIRED FIELD EXPERIENCES (PRACTICA) BY PROGRAM

EARLY CHILDHOOD

ECED 3013	12 clock hours
ECED 3023	18 clock hours
ECED 4013P	30 clock hours
ECED 4023	4 clock hours
ECED 4111	40 clock hours
EDUC 3723	6 clock hours
EDUC 3121	33 clock hours
ELEM 3233	20 clock hours
ELEM 4543	25 clock hours
<u>ELEM 3900</u>	<u>60 clock hours</u>

TOTAL 248 clock hours

ELEMENTARY EDUCATION

EDUC 3121	33 clock hours
EDUC 3723	6 clock hours
ELEM 3023	18 hours
ELEM 3233	20 clock hours
ELEM 4544	24 clock hours
ELEM 3900.	60 clock hours
<u>ELEM 4900</u>	<u>60 clock hours</u>

TOTAL 221 clock hours

INSTRUMENTAL MUSIC

EDUC 3121	33 clock hours
EDUC 3723	6 clock hours
EDUC 4422	18 clock hours
<u>EDUC 4432</u>	<u>18 clock hours</u>

TOTAL 75 clock hours

SECONDARY (Language Arts, Math, Science, and Social Studies)

EDUC 3121 33 clock hours

EDUC 3723 6 clock hours

EDUC 4112 33 clock hours

SECD METH 45 clock hours

GNSC 4721 1-2 additional hrs.

TOTAL 117 clock hours

VOCAL MUSIC

EDUC 3121 33 clock hours

EDUC 3723 6 clock hours

EDUC 4422 18 clock hours

EDUC 4442 18 clock hours

TOTAL 75 clock hours

NOTE: (THESE HOURS *DO NOT* INCLUDE THE STUDENT TEACHING COURSE DURING THE PROFESSIONAL SEMESTER)

SEQUENCE OF FIELD EXPERIENCES
OKLAHOMA CHRISTIAN UNIVERSITY TEACHER EDUCATION

Practicum Description	Practicum Course Number	Teacher Education Programs			
		Early Childhood	Elementary	Secondary	Music
Level 1—Observation, teacher aide, interaction with students, always in a school with diverse population					
Level 1—Observations					
	ECED3013	X			
	ECED/ELEM 3023	X			
	EDUC 3121	X	X	X	X
Level 2—Interaction with exceptional students					
	EDUC3723	X	X	X	X
Level 2—Interaction with parents					
	ECED4023	X			
Level 2—Interaction with parents					
	ECED/ELEM 3023	X			
Level 2—Interaction with parents and child					
	ECED 4111	X			
Level 3—Interaction with students including teaching small group and/or class; assessed by site-based classroom teacher					
	EDUC4413				
	EDUC4422				X
	EDUC4432				X
	EDUC4442				X
	ECED4013P	X			
	ELEM3233	X	X		
	ELEM4544	X	X		
Level 4—Interaction with students including teaching a small group and/or class; assessed site-based classroom teacher and university supervisor					
	ECED4111	X			
	ELEM3900	X	X		
	ELEM4900		X		
	Secondary Methods			X	
	EDUC4112			X	
Level 5—Student teaching at 2 sites (one site always in a school with a diverse population); assessed by site-based classroom teacher and university supervisor					
	EDUC4618	X	X		
	EDUC4718			X	
	EDUC4818				X
Level 5 is included in this table to communicate the full range of field and clinical experiences; however, the descriptions of these clinical experiences are not included in this publication, but they are described in the Student Teaching Handbook					

ORIENTATION TO TEACHER EDUCATION EDUC 3121

School of Education Professional Teacher Education Confidentiality Form

PLEASE PRINT NAME _____

During your program in Teacher Education, there will be opportunities for information to be gathered concerning your teaching disposition, aptitude, and performance from field professionals. Please read the two statements below and check one.

_____ **CLOSED FILE**
(This means all information compiled will not be accessible to me)

_____ **OPEN FILE**
(This means all information compiled will be accessible to me)

Signature _____

Date _____

**Practicum Placement Information
For
Orientation to Education**

Name _____ Phone _____

Major _____

High School Attended (include state) _____

Size of high school (circle one) - number in graduating class

Fewer than 100 100-300 300-600 600-1000 1000-1500 1500 up

Diversity of high school (give approximate percentages)

Caucasian _____ African-American _____ Native-American _____

Asian-American _____ Arab-American _____ Hispanic-American _____ Other _____

Socio-economic Status (circle one)

Lower-middle class Middle-class Upper-middle class Upper class

Transportation (circle one) yes or no

Observation days and times: Three hours per week will add up to required 33 hours

Monday Tuesday Wednesday Thursday Friday



Oklahoma Christian University
School of Education
Field Experience Contract

Fall (School Year)
(To be completed during initial visit to school)

Name _____ Major _____

Course _____ Instructor _____

ASSIGNMENT

School _____ School District _____

Teacher _____ Grade/Subject _____

I agree to complete my field experience according to the following schedule:

DAYS OF WEEK

TIME OF DAY

HOURS PER WEEK

Teacher's signature

OC Student's signature

Date

***This document shows ONLY the intent to complete the field experience. The OC student must obtain teacher's signature on the "Practicum Logs" and submit for final approval.**

Oklahoma Christian University
School of Education
Practicum Log – Orientation to Education

Semester

Year

Student Name _____ Student ID _____

Practicum Site _____ Grade(s) _____

Practicum students must have this form signed for **approximately every twelve to fifteen hours of completed time** at the assigned practicum site to report for a total of 33 hours.

Date	Time (i.e. 8:30-10:45)	Activities - What did you do/observe?

Hours reporting _____

Cooperating Teacher's signature:

Cooperating Teacher's name (print)

*****Cooperating Teachers, please verify hours before signing.*****

Oklahoma Christian University
School of Education

Date:

Dear Teacher:

The purpose of this letter is to thank you for contributing to the quality of our teacher preparation program by allowing one of our students to do a practicum with you. This is a valuable service to our program as it provides an excellent opportunity for our beginning students to learn more about teaching, curriculum, students, and schools. You can imagine how much more effective our classroom instruction is when supported by real experiences in the classroom.

These students are taking their first education course; therefore, I am asking that they not be left alone in the classroom. They should be able to assist you as teachers in the following areas: working with individuals and small groups, assisting with classroom routines, marking and reporting systems, and observing how students learn, and how students are motivated to learn.

I trust you will find that the help you receive compensates for the added responsibilities that are associated with the supervision of a practicum student. I would appreciate any feedback that you think would be helpful in improving the practicum experience. My phone number is _____, and my email address is _____.

Thank you for your generous help.

Sincerely,

Name of OC Professor

ORIENTATION TO EDUCATION

Oklahoma State Department of Education - Evaluation Criteria

Note: This instrument is optional per the interests of the professor and the value to the course content and anticipated class discussions.

Completed by _____ Date _____

Practicum Student _____

School _____ Subject/Grade _____

Teacher Management Indicators

	Indicator Present	Indicator not present	no opp. to observe
Preparation – Plans for delivery of the lesson relative to objectives	()	()	()
Routine – Uses minimum class time for non-instructional routines	()	()	()
Discipline – Clearly defines expected behavior (encourages positive)	()	()	()
Learning Environment – Provides a pleasant, safe and orderly climate	()	()	()
Instructional Technology – Uses appropriate print and nonprint media	()	()	()
Reading Skills – Incorporates reading techniques in content subjects	()	()	()
Mainstreaming – Works with students having physical, mental or emotional disabilities	()	()	()
Cultural Pluralism – Provides for differences among students	()	()	()

Teacher Instructional Indicators

Establishes Objectives – Communicates the instructional objectives	()	()	()
Stresses Sequence – Relates present topic to previous and future topics	()	()	()
Relates Objectives – Relates subject to existing student experiences	()	()	()
Involves All Learners – Uses signaled responses, questioning techniques	()	()	()
Explains Content – Teaches the objectives through a variety of methods	()	()	()
Explains Directions – Give directions that are clearly stated	()	()	()
Models – Demonstrates the desired skills	()	()	()
Monitors – Checks to determine if students are progressing	()	()	()
Adjusts – Changes instruction based on monitoring	()	()	()
Guides Practice – Requires practice while under direct supervision	()	()	()
Provides Independent Practice – Requires practice without supervision	()	()	()
Establishes Closure – Summarizes and fits into context what has been taught	()	()	()

Teacher Product Indicators

Lesson Plans – Writes daily lesson plans to achieve objectives	()	()	()
--	-----	-----	-----

Professional and Personal Adequacy

Speaks clearly, audibly, effectively	()	()	()
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TODAY I ASSISTED WITH –

Oklahoma Christian University

School of Education

Date:

Dear Cooperating Teacher,

Thank you for allowing our practicum student to spend thirty-three hours in your classroom. We believe that this experience is extremely beneficial for our pre-service students.

We also believe that your input concerning the pre-service teacher's participation in your classroom is crucial for us to know. Attached you will find a brief checklist/survey that we hope you will complete. Just drop it in the envelope and send it back to us at your convenience.

Once again, we thank you for your willingness to accept our practicum teacher.

Respectfully,

Name and contact information of
OC Professor

Oklahoma Christian University
School of Education

**PRACTICUM PLACEMENT
SURVEY**

To be completed by the Cooperating Teacher for the Introductory Course:
Orientation to Education

Please circle your response.

1=needs work

2=fair

3=good

4=excellent

Punctuality	1	2	3	4
-------------	---	---	---	---

Cooperation	1	2	3	4
-------------	---	---	---	---

Communication with teacher	1	2	3	4
-------------------------------	---	---	---	---

Communication with students	1	2	3	4
--------------------------------	---	---	---	---

Willingness	1	2	3	4
-------------	---	---	---	---

Did you receive a thank-you letter from the practicum student?

yes no

COMMENTS:

Practicum Teacher's name _____

Cooperating Teacher's signature _____ Date _____

Practicum Orientation to Education Discussion

Note: This instrument is optional per the interests of the professor and the value to the course content and anticipated class discussions.

Rate your cooperating teacher on the scale given with 5 being the highest.

1. How well does he/she tie the lesson to previous learning?

1 2 3 4 5

2. How well does he/she arouse students' interest?

1 2 3 4 5

3. Does he/she show a broad range of knowledge?

1 2 3 4 5

4. Does he/she dress professionally?

1 2 3 4 5

5. Does he/she use correct grammar?

1 2 3 4 5

6. Does he/she use appropriate volume and pitch?

1 2 3 4 5

Check all that apply.

7. What procedures were incorporated into the body of the lesson?

Lecture _____

Discussion _____

Audiovisual presentation _____

Demonstration _____

Student activities _____

8. What materials were used in the course of the lesson(s)?

Textbook _____
Supplementary books _____
Computers, Laptops, or Tablets _____
Audio Recordings _____
DVDs _____
YouTube or Teacher-Tube _____
Television _____
Concrete objects _____
SMART Board _____
Apple-TV _____
Google Slides or Power Point Presentations _____
Illustrations _____
Models or Manipulatives _____
Other (specify) _____

9. What disciplinary techniques does the teacher use?

Light flipping _____
Penalty points _____
Deprivation of privileges _____
Reward system _____
Timeout _____
Countdown _____
Clip Chart _____
Color Chart _____
Other (specify) _____

10. What evaluation techniques does the teacher use in the course of the lesson?

Oral questions _____
Written questions _____
Observation of students' verbal responses _____
Observation of students' application skills _____
Digital responders (such as clickers or phones) _____
Computer programs (such as Google Forms or Kahoots) _____
Exit tickets _____
Other (specify) _____

EDUCATION OF THE EXCEPTIONAL CHILD, EDUC 3723

Research indicates most parents feel teachers are unprepared to work with their child with special needs, particularly in the secondary level teaching field. New teachers report they are apprehensive in working with children who have special needs. Therefore, teacher education programs are obligated to teacher candidates and to children to provide experiences that will alleviate some of the fear and provide new teachers with resources that will be a starting point for continued growth and development into a teacher who is capable of working with all children and their parents. To facilitate this beginning, OC's teacher education program has identified that the candidates in Education of the Exceptional Child (EDUC 3723) should engage in six hours of direct work with children who have special needs. This can be accomplished through two primary modes:

1. Since 1975, OC professors have organized and hosted a special class for children with special needs from local elementary schools. The children come to our campus one afternoon a week for play and exercise. Candidates enrolled in EDUC 3723 are encouraged to participate with children in this program.
2. Special Care is a childcare (birth – three years), an accredited preschool (three – five years), and an after-school and summer program (five – twenty-one years) located near our campus that provides daily care for both special needs children and children without special needs including a reverse inclusion model with 75% of the children having special needs. This program is most welcoming to our candidates volunteering to work with the children. The ages of the children range from six weeks through age 21. This range provides multiple opportunities for the candidates to work with children who have an Individual Family Service Plan (IFSP) and children who have an Individualized Education Plan (IEP). They will experience the least restrictive environment in that special therapy programs come to Special Care to work with the children. In this program, candidates experience the natural environment and natural proportion that IDEA expects. The candidates also experience working with a wide range of needs including a special intervention program for children with Autism.

Additional opportunities include:

1. Coffee Creek Riding Center provides free therapeutic riding to children and adults with a wide range of disabilities, offering mental, physical, emotional, and social benefits.
2. The **Oklahoma Family Network** is Oklahoma's non-profit Parent-to-Parent mentorship and referral network, empowering families who are raising children with special health care or disability needs. This program sponsors some weekend activity days for families. Candidates can volunteer in numerous capacities.
4. Additionally, candidates can arrange their own field experience. Some of these experiences involve working in a special education classroom or attending various parent support groups.

Prior to the field experience, the teacher candidates complete a writing assignment to answer the following questions:

1. What do you think will happen?
2. What will the children do?
3. What exceptionalities do you expect to see?
4. How do you feel about this experience?

Next, they are required to keep a journal of their experiences. Details are to include the child's exceptionality, the activity, how the child performed, and what the teacher candidate did to support the child's activity and development.

At the conclusion of the six hours, the teacher candidates complete a writing assignment answering the following questions:

1. What happened?
2. What did the children do?
3. What exceptionalities did you witness?
4. How do you feel about this experience?
5. Reflect on what you stated in the pre-writing exercise and document how your thinking has changed.
6. How has this experience helped you develop into a better teacher?

To further the candidates' understanding of the child with special needs, additional activities are incorporated into the course content. These are as follows:

1. A site visit and tour is arranged at the Children's Center Rehabilitation Hospital located in Bethany, Oklahoma. The children at this center are considered to be medically fragile. Among other areas in the facility, the tour includes the physical therapy gym, the classrooms, the daily living center, and the outdoor play areas.
2. A site visit and tour is arranged at Special Care, a child development center for special needs children as well as typically developing children. The center provides daily care for young children and before and after school, and summer care for school-aged children up to 21 years of age.
3. A variety of guest speakers visit with the candidates. These can include the following:
 - a. A parent of a special needs child
 - b. Representative from the Down Syndrome Association of Central Oklahoma
 - c. A secondary teacher
 - d. An elementary teacher
 - e. A special needs child
 - f. An RtI specialist
 - g. A school psychologist

With each of these experiences, the candidates reflect upon the experience, particularly describing how this has informed their teaching development and practice.

LITERACY IN THE CONTENT AREAS

EDUC 4112

Date:

Dear Classroom Teacher:

Thank you for allowing one of our teacher candidates to work in your classroom this semester. I appreciate your willingness to make a positive contribution to the training of future teachers.

Attached you will find a fact sheet detailing what is expected in this practicum. I am very aware that this is “your classroom” and that you make decisions about the level of involvement of the teacher candidate. If at any time you have questions about the practicum or concerns about the teacher candidate, please feel free to call me.

Please evaluate the teacher candidate at least twice using the formative assessment forms provided. I will also ask you to complete a summative assessment at the end of the semester.

I am looking forward to meeting you. I will be happy to answer any questions you have via email or you may call me at your convenience. Twice this semester I will observe a lesson taught by my student and complete a formative assessment based on their teaching of those lessons. The teacher candidate will schedule these observations with me, but at your convenience.

Respectfully,

Dr. Lisa Lohmann

PRACTICUM REQUIREMENTS

Literacy in the Content Areas, EDUC 4112, Spring (School Year)

General Goals for the Practicum

- To provide observation opportunities in school classrooms
- To provide practical experience in lesson planning, presentation, and reflection in school classrooms
- To participate in a classroom with an experienced teacher
- To gain experience in working with individuals, small groups, and whole class instruction
- To create an awareness of the dynamics of the classroom

Expectations of the Classroom Teacher

- Provide opportunities for the teacher candidate to observe the modeling of a variety of teaching techniques
- Provide opportunities for the teacher candidate to work with individual students and small groups
- At the classroom teacher's discretion, provide opportunities for the teacher candidate to plan and deliver instruction to the whole class
- Communicate with the teacher candidate regarding concepts you want taught
- Provide feedback to the teacher candidate in the form of constructive criticism
- Report any problems or concerns to the university supervisor

Expectations of the Teacher Candidate

- Cooperate with the classroom teacher
- Work with the students under the direction of the classroom teacher
- When delivering instruction, a lesson plan must be provided for the classroom teacher at least one meeting in advance for approval
- Arrive on time and be prepared
- Be a positive role model
- Show initiative
- Dress appropriately

Practicum Objectives

- To interact with students in a regular school program
- To participate with a classroom teacher and learn through observation and modeling
- To prepare and present lesson(s) in your subject matter specialization

Practicum Requirements

- Attendance
Attendance is required at all practicum sessions. You are required to arrive and depart on time.

- **Practicum Time Sheets**
These documents are to be signed by the classroom teacher and turned in to the College of Education office each week. These documents verify the clock hours completed in your practicum.
- **Journal**
You will keep a response journal for each day that you attend the practicum. You will record a summary of the day's events as well as a reflection statement. Remember the response journal is not the place for a critique of the classroom teacher.
- **Video Recording**
You will record at least one session where you are delivering instruction that you have planned. See the classroom teacher to schedule well-in-advance the video equipment available at the school. If you run into difficulties, see me.
- **Lesson Plans**
You will write lesson plans for instruction you plan and deliver. These must be given to the classroom teacher at least one class meeting in advance for approval. Lesson plans are to be kept at the back of the reflective journal.
- **Formative Assessments**
The classroom teacher and university supervisor will assess you. It is your responsibility to ask the cooperating teacher to assess you two times. You will also schedule the university supervisor to observe a lesson to assess.
- **Self-Evaluations**
You will fill-out the self-evaluation form twice. Use the same form as the supervisors.
- **Summative Assessments**
Both the classroom teacher and university supervisor will complete a summative assessment based on the entire experience.

EVALUATION INSTRUMENTS

SEE APPENDIX A – FORMATIVE Assessment Instrument; SUMMATIVE Assessment Instrument

EARLY CHILDHOOD EDUCATION

Includes all ECED Courses

OVERALL OBJECTIVES

The teacher candidate will—

1. Demonstrate objective observing and recording of young children's behavior and development in all domains: social, emotional, physical, and cognitive.
2. Identify ways to authentically assess young children's behavior and development that has been observed and recorded, including the use of portfolios.
3. Visit and compare types of early childhood programs, and describe the relationship of each type to quality.
4. Observe at various child care facilities, including Head Start, corporate owned, employer sponsored, and a private preschool, describing how these programs benefit children development and comparing quality of the programs.
5. Tour and identify ways a Resource and Referral Agency provides for a variety of needs related to young children in the community.
6. Plan and implement activities appropriate for young children of varying ages, infant, toddler, preschooler, and primary ages.
7. Plan and implement appropriate activities and learning experiences in diverse and multicultural settings.
8. Participate in self-evaluations and evaluations from the university supervisor and the cooperating teachers.
9. Reflect upon experiences and reflect upon self, identifying personal strengths and preferences in caring for and teaching young children.
10. Interact with parents to gain insight into the child's development, determine parenting styles, and discuss observation findings.

CRITERIA FOR PLACEMENT SELECTION

Two underlying beliefs guide the selection of sites for field experiences. First, teacher candidates need to experience high quality programs as well as lesser quality programs in order to make comparisons and then realize the significance of developmentally appropriate practices. Second, the teacher candidates can have a positive influence on the environments where they are engaged with children, teachers, and families. The following lists the qualifying factors are considered when determining placements.

1. Significance to young children
 - a. Community Center
 - b. Resource and Referral
2. Type of program
 - a. Public
 - b. Private
 - c. Corporate Sponsored
3. Type of curriculum model
 - a. High Scope
 - b. Constructivist
 - c. Montessori
4. Accreditation levels
 - a. Reaching for the Stars
 - b. NAEYC
 - c. Other national accreditation
5. Degreed or licensed teachers
6. Willingness of facility personnel to work with teacher candidates
7. Diversity of clientele and of facility personnel
8. Geographic location due to constraints on transportation of teacher candidates

SEQUENCE OF PRACTICUM AND FIELD EXPERIENCES

Practicum and field experiences are designed to provide a continuum of development of teacher candidates. Beginning experiences involve exploring the field of early childhood, observation, and working with small groups of children. During intermediate experiences the teacher candidate plans, implements and assesses specific learning experiences. The culminating experiences are supervised teaching, giving the teacher candidate complete responsibility for children in a learning environment.

BEGINNING LEVEL

In Orientation to Teacher Education (EDUC 3121), the primary responsibilities are to observe and assist the classroom teacher. The teacher candidate might participate in individual or small group activities. Public school sites used for this practicum include early childhood students from diverse cultures.

In Nature and Characteristics of Early Childhood (ECED 3013), the teacher candidate will visit several early childhood programs, such as private and public child care, preschool, compensatory education, resource and referral, corporate sponsored child care, and family care facility. The teacher candidate is expected to compare and contrast quality of programs, determine developmental appropriateness, and determine strengths and weakness of programs, and discuss the significance to young children and their families.

INTERMEDIATE LEVEL

In Literacy I (ELEM 3233) and Elementary Primary Practicum (ELEM 3900), see the course syllabi for specific responsibilities and expectations of teacher candidates. Note that early childhood majors are assigned to early childhood classrooms and that both of these practicum experiences take place in a public school setting.

In Emergent Literacy (ECED 3023), the teacher candidate observes and then reflects about observed interactions between parents and children. The observation is to be literacy and language focused. The teacher candidate observes and assesses the literacy and language development of children in each age group: infant, toddler, preschool, and primary.

In Topics in Early Childhood (ECED 4023), the teacher candidate interviews a parent to determine parenting styles and methods of guidance and discipline.

CAPSTONE

In Cognitive Skills Practicum (ECED 4013P), the course is partially site-based. Teacher candidates are placed in a public school early childhood classroom weekly, two and one-half hours for fourteen weeks. The responsibilities are to observe, participate in, and reflect about

- various curriculum components such as music, mathematics, social studies, science, and language
- assessment practices
- room arrangement
- daily scheduling
- lesson planning

Additionally, the candidates observe in a High Scope, Montessorri, and Constructivist classroom.

In Early Childhood Practicum (ECED 4111), the teacher candidate completes 20 hours in an infant/toddler classroom, 30 hours in a toddler/preschool classroom, and approximately 10 hours engaged in a child case study. The specific responsibilities and expectations are contained in the course syllabus included in this handbook.

In Student Teaching (EDUC 4618), the teacher candidate completes a semester of working as a teacher in public schools. Attention is given to the placement of early childhood majors in early childhood classrooms. Placements are also in diverse cultural settings.

GUIDELINES FOR TEACHER CANDIDATES

In all situations, teacher candidates are expected to display a professional disposition. Teacher candidates are given the following guidelines:

- Whether giving tours, supervising experiences, or talking and answering questions the professional's time is valuable, and respect shown toward these people must be appropriate.
- The behavior of the teacher candidate reflects on the university.
- All placement sites are utilized by other universities and colleges. It is imperative that you are prompt with the time allotted to you.
- You are responsible for your transportation. Be sure to have clear directions and to allow for traffic and road construction.
- Arrive on time. This is an important characteristic of being an education professional. If you are unable to attend, notify the professional and your instructor immediately. Then you will need to make arrangements to complete the expectations.
- Dress professionally.
- Avoid chewing gum.
- Take your validated student ID.
- If you are with a classmate, conduct yourself properly by refraining from talking to each other during observations.
- Make arrangements and get approval of time before going to any site.

COMMUNICATIONS TO SITES

When teacher candidates are placed at specific sites, the professionals are supplied with clear expectations of the candidates. This is accomplished verbally and in written form in a letter and in a copy of the course syllabus. After field experiences, communication is continued. Specific expectations can be found in course syllabi. The following are examples of written communication.

Dear Teachers:

Thank you for agreeing to work with teacher candidates from Oklahoma Christian University. The ability to work with experienced teachers and to work directly with children is a critical part of their teacher preparation. I appreciate your willingness to partner with OC in this important aspect of the development of teacher candidates.

Please involve the teacher candidate in whatever ways you deem appropriate in your classroom. Since the teacher candidate has been involved in other practicums, he or she has some prior experience in working with children. Therefore, please try to involve the candidate in planning and presenting activities to children. Perhaps small group activities such as finger plays, reading a book, or telling a story are appropriate. Presenting a large group activity that is theme related or a circle time is also appropriate.

Further, becoming a reflective practitioner is one goal of this experience. To do this, I ask that the teacher candidate do some observing of you and of your interaction with children. The candidate will keep a journal about all such activities.

As we know, assessment is an informing activity for teacher candidates. I will visit your classroom to observe the candidate teaching and interacting with children. Also, I ask that you assess the candidate's performance. An assessment form as well as an envelope for mailing the form to me is included in this packet. Keep in mind that you need not observe the candidate participating in all of the items on the form.

Also included is a copy of the course syllabus. This is provided to better inform you as to the goals and purposes of this practicum.

Thank you for your cooperation and partnership in this project. If you have any questions or concerns, please call me.

Sincerely,

Name
OC Professor

Date

Dear O'Dean and Faculty

Oklahoma Publishing Company

Child Development Center

Thank you for assisting our early childhood program at Oklahoma Christian. Being welcomed into classrooms, observing practicing teachers, and interacting with children while they are learning brings our teacher candidates to the connection of theory and practice. Without this experience our teacher preparation program would be incomplete.

Sincerely,

Name

OC Professor

EXAMPLES OF BEGINNING PRACTICUM ASSIGNMENTS

Tour of Children's Place at Integral Baptist Medical Center:

Children's Place at IBMC

5600 N. Independence
Oklahoma City, OK 73114
949-3750

The center is located to the southeast of Integris Baptist Medical Center. Take Kilpatrick Turnpike west. Exit onto Hefner Parkway south. Exit onto N.W. Expressway east, staying in the right side of the left turn lanes. Turn onto N.W. Expressway. Turn right onto Independence. The center is located at the corner of Independence and 56th. Enter the front door, and at the reception desk.

The center uses Creative Curriculum for instruction. This is a corporate sponsored child care and development center.

After your visit complete the following form:

Field Notes

ECED/CHDV 3013—Nature and Characteristics of Early Childhood

Location

Type of Setting

Describe the environment. Is this a *prepared environment*? Why or why not? Is the room divided into work centers? Describe.

Describe the children's engagement. What were the activities. . . learning centers, small group activities, large group, circle time, etc.? What behaviors did you see. . . children absorbed in activity or flitting from activity to activity? Why do you suppose this was the behavior?

Describe your personal thoughts about this program. What did you like? What did you dislike? Why? Did anything catch your attention? Did anything distract your attention?

What continuing questions do you have concerning this program?

Additional comments

Tour of Rainbow Fleet:

Rainbow Fleet (Resource and Referral)

3024 Paseo

Oklahoma City, OK 73103

525-3111

Take Centennial Parkway (Broadway Extension) to N. W. 36. Exit to the west 36th ramp. Turn left at Dewey (1 block past the stop light at Walker). Rainbow Fleet is located on the southeast corner of Dewey and 30th. The awnings have rainbows on them. There is a parking lot in the rear of the building and a parking lot on the northeast corner, across the street. Go to the front of the building and ring the doorbell.

After your visit, complete the following form:

Field Notes

ECED/CHDV 3013—Nature and Characteristics of Early Childhood

Location

Type of Setting

List the services provided by this agency:

Who is eligible to receive these different services?

What benefits can a lending library give to people working with small children?

What aspect of Rainbow Fleet did you find fascinating?

Additional Comments:

EXAMPLES OF INTERMEDIATE PRACTICUM ASSIGNMENTS

From Emergent Literacy (ECED 3023):

PRESCHOOLER LANGUAGE DEVELOPMENT OBSERVATION FORM

Child's first name: _____

Date of birth: ____ / ____ / ____

Age: _____ (years)

Was the baby full-term? Yes No If premature, number of weeks of pregnancy: _____

How many other children are in the baby's family? ____ List ages/sex of siblings: _____

Birth weight: _____

Any illnesses: _____

Other comments:

Observe the toddler for 30 minutes while he/she is awake and alert. Make notes of what you observe, particularly in the area of language development. Check on the attached checklist what language skills the toddler has mastered.

Ask the parents if they have observed any language development that you did not observe.

NOTES:

Vocabulary of Approximately _____ Words Date: _____

Skill	Occurs Occasionally	Occurs Consistently
-------	------------------------	------------------------

1. 90% of speech is intelligible
2. Uses verbs
3. Tells name, age, and sex
4. Names animals
5. Knows one or more colors
6. Repeats four syllable words
7. Verbalizes throughout activity
8. Understands concepts such as longer and larger when presented with a contrast

(cont'd.)

Skill	Occurs Occasionally	Occurs Consistently
9. Engages in repetition of words, phrases, syllables, and sounds		
10. Uses descriptive words—adjectives and adverbs		
11. Knows common opposites: big-little, hard-soft		
12. Can repeat sentences as long as nine words		
13. Can define common objects (hat, shoe, chair)		
14. Uses concepts of time (morning, afternoon, today, yesterday, tomorrow)		
15. Uses compound and complex sentences		
16. Speech is mostly grammatically correct		
17. Talks about things that happened away from home		
18. Understands spatial concepts such as “behind” and “next to”		
19. Uses irregular verbs (ran, fell)		
20. Describes how to do something		
21. Lists items that belong in a category such as animals		
22. Answers reasoning questions (What do you do when you are sleepy?)		
23. Understands rhyming		

Resources:

- Caballero, J. (1981). Infant-Toddler Assessment Handbook. Atlanta, GA: HumanicsLtd.
- Schickedanz, J. (1999). Much more than ABCs. Washington, D.C.: National Association for the Education of Young Children.
- Child Development Institute (2003). Language development in children. [On-line]. Available: http://childdevelopmentinfo.com/development/language_development.shtml
- Bowen, C. (2003). Language ages and stages. [On-line]. Available: http://members.tripod.com/Caroline_Bowen/devel2.htm
- National Institute on Deafness and Other Communication Disorders (2003). Speech and Language Development Milestones. [On-line]. Available: www.nidcd.nih.gov

For student use only. Not to be redistributed.

From Cognitive Skills Practicum (ECED 4013P):

Math

PART 1--This week your assignment is to intensely study Math in your classroom setting. Field notes may include a diagram of math spaces and activities. After the study, reflect on and respond to the following questions/statements in Blackboard discussion board:

Describe the space provided for math explorations.

Describe the free choice activities for math explorations.

Describe the direct instruction. Is math a segmented subject or is it integrated throughout all learning activities? Is the teacher's method effective? Are the children responding as expected? In your opinion, are they learning? Why or why not? What would you do differently?

How has your observation affected your thinking about teaching math to young children?

PART 2—Based upon class reading and discussions and your field experience, plan the math portion of your thematic unit. Make an example of the math manipulatives needed for this unit.

****Note—include your field notes**

EARLY CHILDHOOD PRACTICUM

ECED 4112

Spring

Professor: Dr. Joanie Chambers

Phone: Work---425-5434;

E-mail: joanie.chambers@oc.edu

Office: DAH 213

Hours: By appointment

SCHOOL OF EDUCATION MISSION STATEMENT:

Teaching is both an art and a skill. Therefore, successful teachers must receive the education and training necessary to develop a spirit of dedication, a realization of their responsibility, instructional proficiency and a mastery of their subject matter so that they will be prepared to face the challenges of the classroom and become effective teachers for all learners.

The teacher education program is designed to ensure that students acquire a sound knowledge of subject matter in the field or fields in which they expect to teach, have a strong liberal arts education, develop an understanding of the learning process, develop an understanding and mastery of various teaching methods and materials, attain a reasonable mastery of communication skills and develop a sense of responsibility to the pupil, the school and the community.

SCHOOL OF EDUCATION BIBLE VERSE:

Teach me good judgment and knowledge. (Psalm 119:66)

COURSE DESCRIPTION: This field experience of 30 clock hours, divided between working in an infant/toddler child development program and an extensive child case study. It is designed to provide the candidate the opportunity to engage in activities with young children and their families, based on what the candidate has studied in previous or concurrent early childhood coursework. While in the classroom the teacher candidate will spend time observing both the children and the teachers, interacting with children, and planning and presenting the activities. In addition to the classroom time, the candidate will closely observe a child within the context of the family, write a developmental profile of the child, and discuss the profile with the parents.

PREREQUISITES: Admission to teacher education; ECED 3013

PROFESSIONAL DEMEANOR: Each candidate in the School of Education at Oklahoma Christian University should exhibit appropriate dispositions for teaching. A disposition is a tendency to exhibit frequently, consciously, and voluntarily a pattern of behavior that is directed to a broad goal. Since not all dispositions are desirable, teacher candidates should seek not only to strengthen the desirable ones, but also to weaken those that are undesirable. The faculty will address inappropriate or nonprofessional behavior.

POLICY ON APPROPRIATE DRESS: Refer to Academic Catalog, page 13 or Student Handbook, pages 34 and 35. Inappropriate dress will be confronted and then reported to student life.

ACADEMIC HONESTY: When a student presents an assignment or an examination that is not the student's work, he or she is at variance with the purposes of Oklahoma Christian. Seeking a false grade is completely out of harmony with the scriptural principles that the university seeks to uphold. This is also a negative disposition for a Teacher Education Candidate. Dishonesty will be dealt with in accordance to the guidelines outlined in the Academic Catalog.

COURSE OBJECTIVES:

1. Develop a greater understanding of the development of a preschool aged child.
NAEYC Standards: 1
Oklahoma Early Childhood Competencies: 1, 10
Oklahoma General Competencies: 2, 3, 7, 13
OC School of Education Competencies: 4, 5, 11, 19
2. Develop a greater understanding of the types of programs available for preschool children.
NAEYC Standards: 6
Oklahoma Early Childhood Competencies: 1, 10
Oklahoma General Competencies: 2, 7, 13
OC School of Education Competencies: 4, 7, 11, 19
3. Plan appropriate activities for preschool children.
NAEYC Standards: 4, 5
Oklahoma Early Childhood Competencies: 3, 4, 6, 7, 8, 12, 15
Oklahoma General Competencies: 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 14, 15
OC School of Education Competencies: 2, 4, 5, 6, 7, 9, 10, 11, 12, 14, 15, 17, 20
4. Observe and reflect upon actions and behaviors of preschool children
NAEYC Standards: 2, 3
Oklahoma Early Childhood Competencies: 10
Oklahoma General Competencies: 3, 7, 8, 9, 12, 15
OC School of Education Competencies: 5, 9, 11, 14, 15, 20
5. Reflect upon settings, experiences, and interactions with preschool children.
NAEYC Standards: 2, 4, 5, 6
Oklahoma Early Childhood Competencies: 10
Oklahoma General Competencies: 5, 6, 7, 8, 9, 12, 15
OC School of Education Competencies: 6, 7, 8, 9, 11, 14, 15, 17, 20
6. Assess the needs of preschool children and develop activities based on those needs.
NAEYC Standards: 1, 2, 3, 4, 5, 6
Oklahoma Early Childhood Competencies: 3, 11, 12
Oklahoma General Competencies: 2, 3, 7, 9, 12, 15
OC School of Education Competencies: 4, 5, 9, 11, 15, 20

COURSE REQUIREMENTS:

In The Classroom

1. **Attendance:** Regular attendance is required at the field experience. Times should be planned with the teacher and those times should be honored. If you have to miss, be sure to notify the cooperating teacher prior to your absence. You must complete a total of 60 hours, 20 hours in an infant/toddler room, 30 hours in a toddler/preschool room, and approximately 10 hours engaged in the child case study. Your log sheet should be signed at each visit.
 2. **Reflective Journal:** Keep a daily journal of your experience. Include a thorough description of the following information:
 - *Date
 - *Age of children
 - *What you observed including the environment, the children, the teacher, etc.
 - *Your thoughts and reflections
 - *What you did including your interactions, planning, and responses to happenings
 3. **Lesson Plans:** For each activity that you conduct, complete a lesson plan. The number of lesson plans will vary according to the level of your teaching involvement. Lesson plan format is as follows:
 - *Rationale (why are you teaching this lesson)
 - *Objectives (write in measurable terms)
 - *Oklahoma PASS Objectives
 - *Procedures (step by step process including introduction and closure)
 - *Evaluation (how will you determine that your objectives were met)
 - *Materials (advanced preparation)
 - *Resources (where did you get your idea even if you reference yourself)
- **Note: If you have fewer than two lesson plans per site, you will need to explain this to the instructor.**
4. **Assessment of Cooperating Teacher:** The cooperating teacher at each site is asked to complete a confidential assessment. These will be included in your final grade.
 5. **Practicum Reflection:** At the conclusion of the practicum, write a reflective statement answering the following questions.
 - *What did you expect to happen in the infant/toddler environment? In the toddler/preschooler environment?
 - *Did your expectation match what really happened? What was the same? What was different?
 - *What new things did you learn about infants/toddlers and toddlers/preschoolers? What surprised you?
 - *Are young children capable of being taught lessons? Explain.
 - *How and what do you teach an infant? A toddler? A preschooler?
 - *What was the most difficult thing about working with infants? Toddlers? Preschoolers?
 - *What did you like best about working with infants? Toddlers? Preschoolers?
 - *Of all the ages you have worked with, what age appeals to you the most and why?

Outside the classroom:

Child Case Study: A critical component of this assignment is that you **CANNOT** be related to this child (no nieces, nephews, or cousins). Choose

a family with a child in the early childhood ages, preferable four or five years of age.

A. Observe the child playing at home and with other children (if possible) and observe the child within the context of the family.

B. Observe the child from the four major developmental domains listed below:

1. Physical

- a. Growth
- b. Perceptual motor skills
- c. Motor Development
 - i. Fine Motor
 - ii. Gross Motor

2. Social

- a. Awareness of self
 - i. Name
 - ii. Address
 - iii. Parent's names
 - iv. Siblings' names
- b. Self-help skills
- c. Relationship to and interaction with others
- d. Awareness of social behavior

3. Emotional

- a. Resilience
- b. Competency

4. Cognitive

- a. Thinking
 - i. Justifies reasons
 - ii. Eager to share knowledge
- b. Language
 - i. Language usage
 - 1. Speech
 - 2. Vocabulary development
 - 3. Able to converse
 - ii. Pre-reading skills
 - 1. Phonemic awareness
 - 2. Letter recognition
 - 3. Sound/letter correspondence
 - 4. Interest in books
 - 5. Telling stories from pictures
- c. Math
 - i. Rote counting
 - ii. Counting objects
 - iii. One-to-one correspondence
- d. Social Studies
 - i. Awareness of consumerism (money and purchasing)
 - ii. Awareness of races and cultures
 - iii. Awareness of social order such as rules for social living
 - iv. Awareness of community and people in the community
- e. Science
 - i. Curious about surroundings
 - ii. Respect for nature

The sub-points are suggestions and not inclusive. Make note of any additional observations and information that you deem critical in developing a thorough profile of this child. Include parent information as applicable.

- C. Keep a running record of your observations. Be sure to record actual observations and not interpretations.
- D. Interview the parent
 - a. Parent observations related to the four above developmental domains
 - b. Desires and hopes for the child's future
 - c. Specific challenges
- E. Write a developmental profile of the child address the developmental domains. The summary must be a well-written statement, thorough, descriptive, and mechanically (grammar and spelling) accurate. This summary will include interpretations. Refer to other early childhood courses' content (3013---*By the Ages* and other references to developmental expectations; 3023---*Early Childhood Experiences in Language*; 4023---cognitive and brain development; 4023---social and emotional development) to determine strengths and weaknesses.
- F. Determine two activities that will help this child move to higher levels of development.
- G. Conference with the parents. Discuss your findings and your two activities.
- H. Ask the parents to complete and mail the evaluation.
- I. Write a reflective statement of the entire experience including the conference.
- J. Submit for grading:
 - Running Record
 - Child Profile
 - Suggested Activities
 - Overall reflection

GRADING:

All components must be submitted:

- Infant/Toddler Cooperating Teacher Assessment
- Toddler/Preschool Cooperating Teacher Assessment
- 4 Self Assessments
- 4 Lesson Plans
- Journal
- Reflection
- Professional Demeanor
 - 1. 4 self-assessment professional indicators
 - 2. 2 cooperating teacher assessment professional indicators
 - 3. Child Case Study, NAEYC Standard 6
 - 4. Child Case Study, Page 1
- Parent Assessment
- Child Case Study

Each component will be reviewed and evaluated for completeness and quality of work. The grade will reflect the quality of the entire practicum.

For the purposes of NAEYC and NCATE program reviews, the child case study will be scored by a rubric. A copy of your scored rubric will sent to you electronically for inclusion in your portfolio.

****Note: This is a professional experience not to be taken lightly. You are impacting children and families.**

GRADING RUBRIC FOR CHILD CASE STUDY

	0 Insufficient	1 Basic	2 Emerging	3 Proficient	4 Exemplary	Points Earned
Components						
Running Record	Missing	Minimal information to assess the child's abilities	Sufficient	Lends to developing a profile	Thorough; can draw conclusions and construct a child profile	
Notes of Parent Interview	Missing	Minimal notes to inform the candidate of the family	Sufficient evidence that a relationship with the family is developing	Indicates sensitivity to the parent's insight	Thorough	
Profile	Missing	Not all developmental domains addressed	Addresses all developmental domains	Descriptive and informative	Superior descriptions	
Activities	Missing	Somewhat ambiguous	Descriptive	Meaningful to the child's development	In line with parental goals	
Reflection	Missing	Little effort	Reflects personal learning	Application of knowledge	Indicates the value of in-depth child studies	
Writing Mechanics	Missing	Numerous grammatical and spelling errors	Some errors	Very few errors	No errors and excellent format	
Professional Demeanor	Missing	Entire project lacks quality	Some effort is evident	Project completed to level of the candidate's best efforts	Views self as a professional and values learning experiences	

NAEYC Standard 1						
Knows and understands the child's characteristic and needs (Running Record; Profile; Activities)	Missing	Knowledge seems weak	Reflects knowledge of child's specific abilities	Reflects knowledge of child's abilities and needs	Correlates examples of child's development to references of developmental expectations	
Knows and understands the multiple influences on development and learning (Parent Interview; Profile)	Missing	Knowledge and understanding is weak	Describes family influences on the child	Describes family and cultural influence on the child	Maintains sensitivity to the family's culture, parenting styles, goals, and expectations	
Uses developmental knowledge to create healthy, respectful, supportive and challenging learning environments (Activities)	Missing	Weak activities or insufficiently described	Describes environment and activities that will support continued development	Plan is easy for parents to implement	Environment and activities are respectful of the parents	
NAEYC Standard 2						
Knows about and understands family/community characteristics (Parent Interview; Profile)	Missing	Descriptions are weak	Describes the child within the context of the family	Describes cultural context	Describes the impact of the family and the culture on the child	
Supports and empowers the family through respectful, reciprocal relationships (Parent Interview; Conference)	Missing	No evidence of reciprocal relationship	Some respect of the family indicated	Demonstrates respect to the family	Strongly indicates that a respectful relationship developed and that the family expectations are upheld	
Involves the family in the child's development and learning (Profile; Activities; Conference)	Missing	Family involvement is weak	Some family involvement is evident	Respects the family as the primary teacher and uses family input to inform profile and activities	Demonstrates skill in communicating with families	
NAEYC Standard 3						
Understands the goals, benefits, and uses of assessment (Running Record; Profile; Activities)	Missing	Understanding and use of assessment is weak	Basic understanding of the value of assessment	Demonstrates benefits of effective observation in correlation to knowledge of child developmental norms	Demonstrates ability to interpret notes into a meaningful profile	
Knows about and	Missing	Knowledge and	Demonstrates	Demonstrates	Demonstrates	

uses observation, documentation, and other appropriate tools and approaches (Running Record; Profile)		skill is weak	basic competence in documenting development	competence in documenting and interpreting development	superior skill in applying knowledge of child development	
Understands and practices responsible assessment (Running Record; Profile; Conference)	Missing	Written report contains biases and harmful statements	Confidentiality maintained	Written report demonstrates respect and indicates sensitivity	Respectful and sensitive; does no harm to the child or the family (Evidenced by the parent evaluation)	
Knows about assessment partnerships with families (Parent Interview; Profile)	Missing	Ability to work with parents is weak	Indicates some value placed in the parent's input	Demonstrates skill in communicating with families	Demonstrates skill in interpreting family dynamics and creates activities that parents can easily implement	
NAEYC Standard 5						
Knows about and upholds ethical standards and other professional guidelines (Profile; Conference)	Missing	Little respect shows toward the family	Reports of bias-free	Written reports are treated as confidential	All contact with the family is conducted in a professional manner (Evidenced by all reports and parent evaluation)	
Integrates knowledgeable, reflective, and critical perspectives on early education (Reflection)	Missing	Unable to synthesize all factors including personal involvement into a meaningful context	Describes all contacts with parents in respectful writing	Indicates an understanding of self as an influence on the child and the family	Critically evaluates self and strives to learn from experience	

Points earned of 76 points possible

(Oklahoma Christian Letterhead)

Dear Parent:

Thank you for your cooperation with this project. Working with families is a critical component in the early childhood profession. Our candidates must learn to conduct conferences; therefore, it is necessary for them to practice and then to receive constructive criticism.

But let me assure you that this form will be confidential. The candidate will not be given this evaluation, but rather the contents will be used by me to counsel with the candidate in an attempt to improve their communication and parent relationship skills.

Please answer these few questions and send the form to me in the envelope that the candidate has provided. If you have any questions, concerns, or anything that I need to address with this candidate, please write your comments on the form and give me your contact information so I can respond.

Sincerely,

Name
OC Professor

1. Are you related to this teacher candidate?
2. In your opinion did the teacher candidate conduct himself/herself in a professional manner at all times? Please be very candid because our program does not want to send any candidate into the teaching profession who does not have a respectful disposition.
3. Did the candidate interact with your child in a respectful manner? Did the candidate spend enough time with your child to fairly assess his/her abilities?
4. In the interview was the candidate respectful to you? Please explain.
5. In the follow-up conference, did the candidate explain thoroughly the findings and the suggested activities?
6. Did the profile and the suggested activities reflect your family input and goals for your child?

0=Insufficient Evidence for Rating or Not Applicable
 1=Basic; Initial Development Stage, Needs Improvement
 2= Emerging; Progressing Beyond Basic
 3=Proficient; Meets Standard, Competent, Target for Teacher Candidates
 4=Exemplary; Performance comparable to that of experiences effective teachers

Evaluation Form for Classroom Experience

Name _____ Date _____

Location and Age _____

MANAGEMENT INDICATORS

	0	1-Basic	2-Emerging	3-Proficient	4-Exemplary
Positive Environment, Warm and Nurturing					
Demonstrates Knowledge of Child Development					
Relates Well To All Children					
Responsive To All Children's Needs					
Models Appropriate Behavior					
Consistent Guidance					
Monitors At All Times					
Thorough Preparation					
Keeps Schedule					
Practices Health Measures					
Checks Environment for Safety					

INSTRUCTIONAL INDICATORS

	0	1-Basic	2-Emerging	3-Proficient	4-Exemplary
Plans For Instruction					
Promotes Language and Literacy Learning					
Encourages Self-Help Skills					
Provides Appropriate Challenge					
Provides Appropriate Materials					
Stimulates Cognitive Development					
Stimulates Thinking Skills and Problem Solving					
Attentive To All Children					
Involves All Children					
Participates With Children					
Assesses Child Development, Growth, and Learning					

PROFESSIONAL INDICATORS

	0	1-Basic	2-Emerging	3-Proficient	4-Exemplary
Communicates Effectively With Supervisors, Parents, Peers, and Children					
Follows Supervision					
Maintains Appropriate Grooming/Dress					
Exemplifies Mature Behavior and Emotional Stability					
Is Reliable and Cooperative					
Maintains Punctual and Regular Attendance					

ADDITIONAL INFORMATION

STRENGTHS:

CONCERNS:

PLAN FOR IMPROVEMENT:

LOG OF WORK AS TEACHER'S AIDE

PRACTICUM FOR _____

CANDIDATE'S NAME _____

I.D. NUMBER _____

SCHOOL'S NAME _____

TEACHER/SUPERVISOR _____

DATE	TIME	TYPE OF DUTIES	SUPERVISING TEACHER'S VERIFICATION AND EVALUATION

NUMBER OF HOURS WORKED AND RECORDED ON THIS SHEET _____

Instructions to Candidate

1. Complete all information requested on this form except the Supervising Teacher's Verification and Evaluation.
2. Obtain the signature of the supervising teacher in the space provided.
3. Turn the form in at the Education Office every week (approximately 3 hours of practicum should be verified and evaluated each week).

Instructions to Practicum Teacher/Supervisor

1. Sign the log in the space provided after each week of work by the student.
2. Your signature is both a verification of hours worked and an evaluation of the quality of work. Candidates are expected to: a) be prompt, b) give advance notice when they cannot meet the scheduled practicum hours, c) cooperate fully, and d) perform at an acceptable level.
3. When the student is not fulfilling the expectations as described above, please note this on the log and/or call (Name and phone number of OCU professor). If no answer, you may leave a message with the School of Education secretary at 425-5430.

Name_____

Date_____

Please list the practicum experiences you have had:

DATE	SCHOOL/ LOCATION	AGE/GRADE	NO. OF HOURS	ACTIVITIES AT SITE

What other experiences have you had working with young children?

CANDIDATE NAME _____

Course No. And Name	Infant	Toddler	Pre-School	Kindergarten	Primary (Grade Level)	Public School	Private School	Agency
EDUC 3222-School in American Culture								
ECED 3013-Nature and Characteristics of EC								
ECED 3023-Emergent Literacy								
ECED 4013P-Cognitive Skills Practicum								
ECED 4023-Topics in Early Childhood								
ECED 4112-Early Childhood Practicum								
ELEM 3233-Literacy I: Early Development of Literacy in Children								
ELEM 3333-Literacy II: Literacy Strategies for Primary Grades								
EDUC 4618-Student Teaching								
OTHER:								
OTHER:								

ELEMENTARY PRIMARY PRACTICUM

ELEM 3900

Practicum will be done in concurrence with:

EDUC3332 Language Arts
EDUC 3632 Social Studies for Primary Students
EDUC 3733 Mathematics for Primary Students
EDUC 3832 Science for Primary Students

Goals for the Practicum:

- To provide practical experience in teaching for university teacher education candidates
- To participate in a classroom with an experienced teacher
- To teach social studies, science, literacy, and mathematical concepts to a class or small group
- To provide practice in using manipulatives and problem solving techniques in teaching mathematics
- To assist in the teaching of science using hands-on science activities
- To participate in activities for social studies which include active learning
- To use appropriate teaching techniques in the area of literacy and language arts
- To gain an understanding of classroom management

Expectations of the Supervising Classroom Teacher

- Model teaching techniques by allowing the teacher candidate to observe effective teaching
- Provide opportunities for the teacher candidate to teach the class or work with a small group of children
- Determine the concepts taught to the children
- Review the lesson plans of the teacher candidate to assure that it meets the needs of the students
- Provide constructive criticism and feedback to the teacher candidate
- Allow participation in all student activities and allow the teacher candidate opportunity to work directly with students
- Allow university supervisor to step into the class to observe the teacher candidate while he or she is teaching a lesson
- Report any problems or concerns to the university supervisor
- Help the teacher candidate schedule the university supervisor's observations
- Complete three formative assessments and one summative assessment

Expectations of the Teacher Candidate

- Cooperate with the classroom teacher
- Plan lessons for the students that use active inquiry; provide a lesson plan to the classroom teacher and university supervisor the week before teaching
- Complete PPAT Task 4
- Include hands-on learning activities
- Include problem solving skills in learning and reinforcing concepts
- Create and present interesting and fun learning experiences
- Arrive on time and be prepared
- Be a positive role model for children in the classroom
- Dress appropriately

(Letter for Participating Elementary Schools)
Oklahoma Christian University
School of Education

(date)

To: Cooperating Teacher

Thank you for allowing an Oklahoma Christian University student to be a part of your classroom. This teacher candidate has participated in at least two practicums prior to this one. The candidate should be familiar with physical, social, emotional, and cognitive development of students. He/she is gaining experience in planning, writing lesson plans, and assessment.

The practicum is scheduled for the entire school day on Wednesday of each week beginning the third week of September. This practicum covers math, science, social studies, language arts, and reading for the primary grades. The first day of the practicum should be used as an observation day for the teacher candidate to become acquainted with the classroom environment, classroom management procedures and expectations, classroom routines, student interaction, etc. You should feel free to engage the teacher candidate with classroom activities that are appropriate during the first session. During the first session, it will be important for the teacher candidate to spend time with you to gather information for his/her lessons and to identify areas of the curriculum the teacher candidate will present to the class.

Your role in the practicum is to serve as mentor and guide to the teacher candidate and to direct the teacher candidate's involvement in the classroom. These areas are most important to the growth and development of the teacher candidate into a professional educator. You will be asked to complete three formative assessments on lesson presentations and a summative assessment on the teacher candidate's performance in the total practicum experience. The O.C. School of Education collects data through Survey Monkey. The system makes data collection much more efficient. **Note: If you prefer to use a paper copy of the assessment the student will provide the assessment for you.**

INSTRUCTIONS TO EVALUATE A LESSON:

- 1. Open your web browser on your computer to access the internet.**
- 2. Access the link to the [Assessment Instrument for Wednesday Practicum Students \(Online Assessments\)](http://www.oc.edu/academics/prof_studies/education/default.aspx) at the O.C. School of Education website.
http://www.oc.edu/academics/prof_studies/education/default.aspx
(If you choose to not use the online assessment, the teacher candidate can supply you with a paper assessment, or you may use the same web address to access a downloadable assessment form. The link is at the top of the left hand side bar.)**
- 3. During your evaluation, complete the online Practicum Formative Assessment in Survey Monkey.**
- 4. Before clicking the "next" button at the end of the O.C. Formative Assessment, follow the on-screen directions to print the completed assessment and give it to the O.C. student.**

- 5. Click “next” to submit the Practicum Formative Assessment instrument.**
- 6. If you are supervising an elementary major candidate, please fill out the Elementary Education Practicum Formative Attachment, then click “next” to submit.**
- 7. If you are supervising an early childhood major candidate, you will need to fill out the Early Childhood Summative Attachment after filling out the O.C. summative assessment, then click “next” to submit.**

REGARDING THE SUMMATIVE ASSESSMENT(s)

At the conclusion of the O.C. student’s time in your classroom, you will access the Practicum Summative Assessment and complete it. The link is available on the O.C. School of Education website. Please print this assessment in the same manner as the Practicum Formative Assessment. You may give this assessment to the student for them to turn in to the practicum supervisor.

As the university supervisor, I will be on site at your school every other Wednesday to observe the teacher candidates presenting lessons. This will also give me an opportunity to address any concerns voiced by you and the teacher candidates. If you have any concerns or questions, please contact (university supervisor name and phone number).

Attached you will find suggestions for the teacher candidates involvement in your classroom. You will also find a list of assignments the teacher candidates need to fulfill while in your classroom. Also attached are suggestions of how you can provide mentorship to our students.

Again, thank you for allowing our teacher candidates the opportunity to work with you.

(signature of university supervisor)

Suggestions for Mentoring the Teacher Candidate

- ✓ Model teaching techniques, allow the teacher candidate to observe your teaching
- ✓ Provide opportunities for the teacher candidate to teach the class or work with a small group of students
- ✓ Provide guidance to the teacher candidate on concepts that need to be taught in their lesson
- ✓ Review the lesson plans of the teacher candidate to assure that it meets the needs of your students
- ✓ Provide constructive criticism and feedback through the formative assessment of three of the lessons they teach
- ✓ Allow the university supervisor to step into the class to observe the teacher candidate teach two lessons
- ✓ Report any problems or concerns to the university supervisor

Suggested Involvement of the Teacher Candidate

- ✓ Be involved in working with students (individual, small group, or whole group)
- ✓ Prepare instructional materials used by the classroom teacher
- ✓ Set up materials that will be used during a lesson
- ✓ Construct centers/games related to the curriculum
- ✓ Grade student papers if appropriate (limited basis)
- ✓ Create bulletin boards

Teacher Candidate Assignments

- ✓ Keep a 3 ring binder with the following dividers: copy of thank you letter, PPAT Task 4, reflections of each day in the classroom (10), lesson plans (includes one copy of pre/post-test and reflection of teaching the lesson), and assessments (3 from supervising teacher, 2 from university supervisor, 1 summative from supervising teacher, 1 formative self-reflection).
- ✓ Teacher candidates will teach one lesson in five subject areas to a small group or the whole class. Three will be observed by the cooperating teacher and two by the university supervisor. Consult with the supervising teacher on the curriculum goals/objectives for each lesson. Each lesson plan must indicate the Oklahoma P.A.S.S. skills and CCSS that are included. Each lesson plan must be previewed by the cooperating teacher before being taught. Each lesson plan must be emailed to the university supervisor by the Friday before being taught.

- ✓ Video record two lessons. You may have another teacher candidate help with this. The camera needs to be focused on the teacher candidate. Do not record any students in the classroom, if possible. Turn in one of the recorded lessons (your choice) along with a reflection of your teaching.
- ✓ Complete a formative self-assessment of your teaching and reflect on your self-assessment.
- ✓ Complete the teacher work sample contextual information sheet. You may need to interview the supervising teacher and other school officials in order to complete.

PROJECTS AND ASSIGNMENTS

Suggested involvement while in the classroom

- The teacher candidate should be involved in working with students (individual, small group, or whole class) the majority of the day.
- The teacher candidate may prepare instructional materials to be used by the classroom teacher, setting up materials for a demonstration by the classroom teacher, etc.
- The teacher candidate may construct centers and/or games directly related to curriculum objectives.
- The teacher candidate may grade student papers on a limited basis.
- The teacher candidate will need to present lessons to a small group and/or whole class in math, science, social studies, reading and language arts. Integration of subjects may take place.

Assignments:

- Practicum Notebook
 - Keep a three ring binder with the following dividers in this order:
 1. PPAT Task 4
 2. reflections of each day in the classroom (10 reflections)
 3. 5 lesson plans, a copy of the pre/post assessment, and a reflection on the lesson
 4. 5 formative assessments (3 from the cooperating teacher, 2 from the university supervisor), 1 summative assessment (from the cooperating teacher), 1 self-assessment and reflections for each assessment.
 - This binder is due **(last Wednesday in November) at 5:00 p.m.** If you miss a day due to illness, the binder will be due on **(first Wednesday in December) at 5:00 p.m.**
- Teach one lesson in each of the following subject areas: math, science, social studies, language arts, and reading. These lessons may be given to the whole class. I prefer the reading lesson be conducted with a small group of students. Three lessons will be observed by the cooperating teacher and two by the Practicum Supervisor. Consult with the supervising teacher on the curriculum goals/objectives for each lesson. Each lesson plan must indicate the Oklahoma Academic Standard and CSSS that are included. Each lesson plan must be previewed by the cooperating teacher and the practicum supervisor by the **Friday (no later than 5:00 p.m.)** before the week you teach the lesson. E-mail your lesson plan to the university supervisor. If changes need to be made to the lesson plan, the lesson plan must be resubmitted to the university supervisor by **Tuesday at 9:00 a.m.**
- Video two lessons. You may have another teacher candidate help with this. The camera needs to be focused on the teacher candidate. **Try not video any students in**

the classroom. Turn in one of the recorded lessons (5 minutes of your choice) along with a reflection of your teaching. Video cameras are available for your use. Please see (university supervisor) to check one out. **This is due with your notebook.** Feel free to turn in this assignment early.

- Complete a practicum journal with entries for each session. This is done each day that you are in the classroom. Describe your involvement with the class each day, any interactions with the supervising teacher (planning your lesson, discussions concerning the class, etc.) and include a reflection.
- Complete a **formative assessment** (paper copy only) as a self-assessment of your teaching and reflect on your self-assessment. **Do not use the on-line assessment.** Print a copy from the School of Education web site to use for your self-assessment.
- Complete the Teacher Work Sample Factor 1 Contextual Information sheet. You may need to interview the supervising teacher and other school officials in order to complete.
- Attend and participate in class each Wednesday of your practicum. This class session will be a time of debriefing of the day's activities. This class session will also discuss classroom management techniques that can be incorporated into your classroom.

ELEMENTARY INTERMEDIATE PRACTICUM

ELEM 4900

Practicum will be done in concurrence with:

EDUC 4433 Intermediate Reading
EDUC 4242 Social Studies for Primary Students
EDUC 4342 Mathematics for Primary Students
EDUC 4443 Science for Primary Students

Goals for the Practicum:

- To provide practical experience in teaching for university teacher education candidates
- To participate in a classroom with an experienced teacher
- To teach social studies, science, literacy, and mathematical concepts to a class or small group
- To provide practice in using manipulatives and problem solving techniques in teaching mathematics
- To assist in the teaching of science using hands-on science activities
- To participate in activities for social studies which include active learning
- To use appropriate teaching techniques in the area of literacy and language arts
- To gain an understanding of classroom management

Expectations of the Supervising Classroom Teacher

- Model teaching techniques by allowing the teacher candidate to observe effective teaching
- Provide opportunities for the teacher candidate to teach the class or work with a small group of children
- Determine the concepts taught to the children
- Review the lesson plans of the teacher candidate to assure that it meets the needs of the students
- Provide constructive criticism and feedback to the teacher candidate
- Allow participation in all student activities and allow the teacher candidate opportunity to work directly with students
- Allow university supervisor to step into the class to observe the teacher candidate while he or she is teaching a lesson
- Report any problems or concerns to the university supervisor
- Help the teacher candidate schedule the university supervisor's observations
- Complete three formative assessments and one summative assessment

Expectations of the Teacher Candidate

- Cooperate with the classroom teacher
- Plan lessons for the students that use active inquiry; provide a lesson plan to the classroom teacher and university supervisor the week before teaching
- Include hands-on learning activities
- Include problem solving skills in learning and reinforcing concepts
- Create and present interesting and fun learning experiences
- Arrive on time and be prepared
- Be a positive role model for children in the classroom
- Dress appropriately

(Letter for Participating Elementary Schools)
Oklahoma Christian University
School of Education

(date)

To: Cooperating Teacher

Thank you for allowing an Oklahoma Christian University student to be a part of your classroom. This teacher candidate has participated in at least three practicums prior to this one. The candidate should be familiar with physical, social, emotional, and cognitive development of students. He/she is gaining experience in planning, writing lesson plans, and assessment.

The practicum is scheduled for the entire school day on Wednesday of each week beginning the third week of January. This practicum covers math, science, social studies, language arts, and reading for the primary grades. The first day of the practicum should be used as an observation day for the teacher candidate to become acquainted with the classroom environment, classroom management procedures and expectations, classroom routines, student interaction, etc. You should feel free to engage the teacher candidate with classroom activities that are appropriate during the first session. During the first session, it will be important for the teacher candidate to spend time with you to gather information for his/her lessons and to identify areas of the curriculum the teacher candidate will present to the class.

Your role in the practicum is to serve as mentor and guide to the teacher candidate and to direct the teacher candidate's involvement in the classroom. These areas are most important to the growth and development of the teacher candidate into a professional educator. You will be asked to complete three formative assessments on lesson presentations and a summative assessment on the teacher candidate's performance in the total practicum experience. The O.C. School of Education collects data through Survey Monkey. The system makes data collection much more efficient. **Note: If you prefer to use a paper copy of the assessment the student will provide the assessment for you.**

INSTRUCTIONS TO EVALUATE A LESSON:

- 1. Open your web browser on your computer to access the internet.**
- 2. Access the link to the [Assessment Instrument for Wednesday Practicum Students \(Online Assessments\)](http://www.oc.edu/academics/prof_studies/education/default.aspx) at the O.C. School of Education website.
http://www.oc.edu/academics/prof_studies/education/default.aspx
(If you choose to not use the online assessment, the teacher candidate can supply you with a paper assessment, or you may use the same web address to access a downloadable assessment form. The link is at the top of the left hand side bar.)**
- 3. During your evaluation, complete the online Practicum Formative Assessment in Survey Monkey.**
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As the university supervisor, I will be on site at your school every other Wednesday to observe the teacher candidates presenting lessons. This will also give me an opportunity to address any concerns voiced by you and the teacher candidates. If you have any concerns or questions, please contact (university supervisor name and phone number).

Attached you will find suggestions for the teacher candidates involvement in your classroom. You will also find a list of assignments the teacher candidates need to fulfill while in your classroom. Also attached are suggestions of how you can provide mentorship to our students.

Again, thank you for allowing our teacher candidates the opportunity to work with you.

(signature of university supervisor)

Suggestions for Mentoring the Teacher Candidate

- ✓ Model teaching techniques, allow the teacher candidate to observe your teaching
- ✓ Provide opportunities for the teacher candidate to teach the class or work with a small group of students
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- ✓ Keep a 3 ring binder with the following dividers: copy of thank you letter, reflections of each day in the classroom (10), lesson plans (includes one copy of pre/post -test and reflection of teaching the lesson), and assessments (3 from supervising teacher, 2 from university supervisor, 1 summative from supervising teacher, 1 formative self-reflection).
- ✓ Teacher candidates will teach one lesson in five subject areas to a small group or the whole class. Three will be observed by the cooperating teacher and two by the university supervisor. Consult with the supervising teacher on the curriculum goals/objectives for each lesson. Each lesson plan must indicate the Oklahoma Academic Standards and CCSS that are included. Each lesson plan must be previewed by the cooperating teacher before being taught. Each lesson plan must be emailed to the university supervisor by the Friday before being taught.
- ✓ Video record two lessons. You may have another teacher candidate help with this. The camera needs to be focused on the teacher candidate. Do not record any students

in the classroom, if possible. Turn in one of the recorded lessons (your choice) along with a reflection of your teaching.

- ✓ Complete a formative self-assessment of your teaching and reflect on your self-assessment.
- ✓ Complete the teacher work sample contextual information sheet. You may need to interview the supervising teacher and other school officials in order to complete.

PROJECTS AND ASSIGNMENTS

Suggested involvement while in the classroom

- The teacher candidate should be involved in working with students (individual, small group, or whole class) the majority of the day.
- The teacher candidate may prepare instructional materials to be used by the classroom teacher, setting up materials for a demonstration by the classroom teacher, etc.
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- The teacher candidate will need to present lessons to a small group and/or whole class in math, science, social studies, reading and language arts. Integration of subjects may take place.

Assignments:

- Practicum Notebook
 - Keep a three ring binder with the following dividers in this order:
 1. reflections of each day in the classroom (10 reflections)
 2. 5 lesson plans, a copy of the pre/post assessment, and a reflection on the lesson
 3. 5 formative assessments (3 from the cooperating teacher, 2 from the university supervisor), 1 summative assessment (from the cooperating teacher), 1 self-assessment and reflections for each assessment.
 - This binder is due **(second Wednesday of April) at 5:00 p.m.** If you miss a day due to illness, the binder will be due on **(third Wednesday in April) at 5:00 p.m.**
- Teach one lesson in each of the following subject areas: math, science, social studies, language arts, and reading. These lessons may be given to the whole class. I prefer the reading lesson be conducted with a small group of students. Three lessons will be observed by the cooperating teacher and two by the Practicum Supervisor. Consult with the supervising teacher on the curriculum goals/objectives for each lesson. Each lesson plan must indicate the Oklahoma P.A.S.S. skills and CCSS that are included. Each lesson plan must be previewed by the cooperating teacher and the practicum supervisor by the **Friday (no later than 5:00 p.m.)** before the week you teach the lesson. E-mail your lesson plan to the university supervisor. If changes need to be made to the lesson plan, the lesson plan must be resubmitted to the university supervisor by **Tuesday at 9:00 a.m.**
- Video two lessons. You may have another teacher candidate help with this. The camera needs to be focused on the teacher candidate. **Try not record any students in the classroom.** Turn in one of the recorded lessons (5 minutes of your choice) along

with a reflection of your teaching. Video cameras are available for your use. Please see (university supervisor) to check one out. **This is due with your notebook.** Feel free to turn in this assignment early.

- Complete a practicum journal with entries for each session. This is done each day that you are in the classroom. Describe your involvement with the class each day, any interactions with the supervising teacher (planning your lesson, discussions concerning the class, etc.) and include a reflection.
- Complete a **formative assessment** (paper copy only) as a self-assessment of your teaching and reflect on your self-assessment. **Do not use the on-line assessment.** Print a copy from the School of Education web site to use for your self-assessment.

PRIMARY READING PRACTICUM, ELEM 3233

1. Be sure to call your assigned school and schedule a time with your teacher to come out and set your practicum times.
2. Be sure to visit with your teacher at your assigned school to identify at least one student with whom to work.
3. Be sure to visit with your assigned teacher to identify the areas of literacy that he/she wants you to focus on with your student.
4. Pre-Assessment
Develop a Pre-Assessment plan based upon the Oklahoma Academic Standards that matches your teacher's concerns.
 - What is the purpose of a Pre-Assessment?
 - What do you want to learn from a Pre-Test? [Remember: Your Pre-Test is tied directly to the goal (P.A.S.S. and objectives)].
 - What format will you use for the Pre-Assessment?
 - How will your interpretation of the data from the Pre-Test be turned into lessons and activities for the children?
5. Lesson Plans and Activities
 - Write a lesson plan for each lesson you plan to present, using the School of Education format
 - Remember all lesson plans/activities are directly related to the objectives
 - Include a formative assessment for each activity.
 - What format will you use for the formative assessment?
 - How will you interpret data from the formative assessment?
 - How will you use the interpretation of data from the formative assessment?
6. Post-Assessment
 - A well-written Pre-Assessment can be used as a Post-Assessment.
 - How will you interpret data from the Post-Test?
 - Chart a comparison, question by question, of data from the Pre-Test to the Post-Test.
 - Complete reflections based upon results.
7. Complete all information for the Case Study.
8. Complete lesson reflections.
9. Completion of 20 hours is required for the Literacy I practicum, ELEM 3233P.

OKLAHOMA CHRISTIAN UNIVERSITY
Primary Reading Practicum Log (a minimum of 20 hours is required)

NAME OF OC STUDENT _____

COURSE NAME _____

PRACTICUM SITE _____

CLASSROOM TEACHER/GRADE _____

DATE	TIME	HOURS	DUTIES	SUPERVISING TEACHER SIGNATURE
TOTAL HOURS				

Supervising teacher comments: _____

Instructions to Student

1. Complete all information requested on this form.
2. Obtain the signature of the supervising teacher in the space provided.
3. Turn the forms in to your professor every week (approximately 3 hours of practicum).

Instructions to Supervising Teacher

1. Please sign the log in the space provided after each week of work by the student.
2. Your signature is both a verification of hours worked and an evaluation of the quality of work. Students are expected to (a) be prompt, (b) give advance notice when they cannot meet the scheduled practicum hours, (c) cooperate fully, and (d) perform at an acceptable level.
3. If the student is not fulfilling the expectations as described above, please note this on the form and/or contact the student's professor at 425-5437 or email.

NAME _____
 SCHOOL _____ DATE _____ GRADE LEVEL _____
 CLASSROOM TEACHER _____
 TOTAL POINTS _____

JOURNAL OF LESSON REFLECTIONS RUBRIC

0	1	2	3	4
Insufficient Evidence for Rating (Not attempted or incomplete)	Basic (In initial stage of development, needs improvement)	Emerging (Progressing beyond basic)	Proficient (Meets standard, competent), target for teacher candidates	Exemplary (Performance comparable to that of experienced effective teachers)
No entries	Few entries are made	Regular entries are made. Topics are identified, but little if any further explanation is included	Regular entries are made. Topics are identified with clear explanations.	Regular entries are made. Topics are identified with clear explanations. Goals are set for future lessons, interactions, etc.
No summaries or explanations included	A general overview or summary is included.	A general overview or summary is included. The summary is specific about the candidate's duties in the classroom	The overview or summary goes beyond the mere reporting of the candidate's duties. There is analysis and synthesis and evaluation of the day's activities.	The overview or summary goes beyond the mere reporting of the candidate's duties. There is analysis and synthesis and evaluation of the day's activities. The value of the duty is identified by the candidate. There is evidence that the candidate has been changed by the duty(ies)

No reflection statements included	Some reflection statements are included. Remarks tend to be general in nature and not specific.	Reflection statements are clearly written with some specific indicators	Reflection statements are clearly written. Importance of the duty is identified with specific remarks.	Reflection statements are clearly written. Importance of the duty is identified with specific remarks. The candidate is able to identify the importance of the duty in the process of “becoming a teacher”
No reference to how the teacher candidate’s interaction with one or more students lead to a positive condition	Few references to how the teacher candidate’s interaction with one or more students lead to a positive condition.	All references to how the teacher candidate’s interaction with one or more students lead to a positive condition.	All references to how the teacher candidate’s interaction with one or more students lead to a positive condition. Evidence is offered for all references to indicate how the candidate knows this to be true	All references to how the teacher candidate’s interaction with one or more students lead to a positive condition. Evidence is offered for all references to indicate how the candidate knows this to be true The candidate is able to relate how they have been changed by the experience
COMMENTS				
TOTAL POINTS				

Primary Reading Practicum Case Study Format

The name of the child you choose for the case study is to be changed for confidentiality purposes. At no time should the child's real name be used in this case study.

- I. Name
 - Date of Birth
 - Chronological Age
 - Grade
- II. Contextual information
- III. Classroom teacher identified areas or objectives to be addressed.
- IV. Pre-Test results
 - Analysis and Interpretation
- V. Behavior observations
 - Behavior toward task at hand
 - Noted frustrations
 - Ability to stay on task
 - Ability to give effort toward the task
 - Reaction to success/failure
- VI. Identified motivators for the child
- VII. Complete lesson plans for each lesson taught, using the School of Education format
- VIII. Reflections for each lesson plan delivered
- IX. Post-Test results
 - Analysis and Interpretation
- X. Reflections
- XI. Recommendations for further instruction

ELEM 4544

Strategies for Reading Assessment

Oklahoma Christian University Reading Clinic

Teacher candidates will know, understand, and use current thought and practice regarding reading assessment practices and intervention practices such as prescriptive teaching procedures. The candidates will apply the knowledge and understanding gained while tutoring a student in grades 2-5 who is considered a struggling reader.

Students from area schools who have been identified through a universal screener as “at-risk” for reading difficulties will be invited to attend the Oklahoma Christian Reading Clinic for tutoring. Teacher candidates will conduct assessments and design tutoring lesson plans that will focus on the student’s strengths, weaknesses, and specific skills needed. Tutoring will occur twice per week for 45-60 minutes for 12 weeks beginning the third week of the semester.

The teacher candidates will conduct the following assessments with their tutee: Johns Basic Reading Inventory, Bear Elementary Spelling Inventory, motivation and interest surveys, and the Language Experience Approach. Information and data gathered from these assessments will be used to design lesson plans for the tutoring sessions. Teacher candidates will use appropriate, interesting, and engaging activities to work on the skills their tutees are lacking. The teacher candidate will use technology (I-Pad, laptop, etc.) during tutoring to help keep their tutee engaged.

The teacher candidate will keep a tutoring notebook throughout the semester which will contain the assessments given with the results written in report form, lesson plans for each tutoring session (lesson plans will follow the Tancock Tutoring Lesson Plan format), and a reflection of each tutoring session. The notebook will be turned in at the end of the semester. It will also be used to write the case study at the end of the semester.

The teacher candidate will write a case study using all the information gained from the assessments and tutoring. The case study will be used as an authentic assessment for the final grade in the class (rubric for case study is provided). Upon request, a copy of the case study may be provided for the tutee’s parent and/or teacher.

Rubric for Case Study

Components	5	4	3	2	1
Introduction of student	Name; age; grade level; school; reason recommended for tutoring		Some information given		No information given
Motivation/Interest Survey	Identifies survey given, results found, how results influenced lesson planning		Identifies survey given; no results given; influence on lesson planning		No survey identified; no results given; no influence on lesson planning
Bear Spelling Assessment	Identifies inventory given, results found, how results influenced lesson planning		Identifies inventory given; no results given; influence on lesson planning		Inventory not identified; no results; no influence on lesson planning
Informal Reading Inventory (x4)	Clearly identifies ind/inst/frus levels for word lists, reading passages, comprehension, listening levels; how results influenced lesson planning	Identifies ind/inst/frus levels for word lists, reading passages, comprehension; influence on lesson planning	Identifies ind/inst/frus levels for word lists, reading passages; influence on lesson planning	Identifies ind/inst/frus levels for word lists, comprehension; very little influence on lesson planning	Does not identify ind/inst/frus levels for IRI; no influence on lesson planning
Language Experience Approach	Clearly describes student's reaction to assignment; influence on lesson planning	Describes student's reaction to assignment; influence on lesson planning	Some description of student's reaction to assignment; influence on lesson planning	Very little description of student's reaction; very little influence on lesson planning	No description of student's reaction; no influence on lesson planning
Addresses students strengths and weaknesses (x2)	Clearly shows student's strengths/weaknesses in narrative about assessments	Shows student's strengths/weaknesses in narrative	Some of student's strengths/weaknesses in narrative	Very little discussion of student's strengths/weaknesses in narrative	No discussion of student's strengths/weaknesses in narrative
Gives recommendations for future work (x2)	Gives specific recommendations for student's needs; shows evidence of where student began and ended	Gives recommendations for student's needs; shows evidence of where student began and ended	Some recommendations for student's needs; shows some evidence of where student began and ended	Very little recommendations for student's needs; shows little evidence of where student began and ended	No recommendations for student's needs; no evidence of where student began and ended
Writing (x3)	Organized; provides documentation from reflections; no grammatical errors	Organized; provides some documentation from reflections; few grammatical errors	Somewhat organized; some documentation from reflections; some grammatical errors	Very little organization; very few documentations from reflections; grammatical errors	No organization; no documentation from reflections; grammatical errors
Total	75		45		15

MUSIC EDUCATION INCLUDES ELEMENTARY AND SECONDARY VOCAL AND INSTRUMENTAL MUSIC

Observation Descriptions for Elementary Music Methods Practicum (ED 4422)

1. List all the music equipment in the room. On the back sketch a simple diagram of the room, showing the classroom arrangement. Indicate permanent and movable equipment.
2. What routines were used to begin the class?
3. Describe music activities which were designed to teach a cognitive skill.
4. Describe music activities which were related to motor development.
5. Describe the music activities which were related to affective development.
6. Describe the music activities which seemed to promote social development.
7. What discipline techniques seemed effective?
8. What discipline techniques seemed ineffective?
9. How did the teacher end the class and prepare the students to return to their classroom?
10. Note any other effective routines (passing out materials, instruments, moving

to formations, etc.).

OKLAHOMA CHRISTIAN UNIVERSITY
LOG OF OBSERVATIONS FOR MUSIC PRACTICUM STUDENTS

PRACTICUM FOR: _____

INSTRUCTOR: _____

STUDENT: _____

NAME OF SCHOOL: _____

NAME OF TEACHER: _____

Date	Time (Beginning/Ending)	Classes Observed	Teacher Verification

NAME OF SCHOOL: _____

NAME OF TEACHER: _____

Date	Time (Beginning/Ending)	Classes Observed	Teacher Verification

Total hours: _____

PRACTICUM / OBSERVATION DOCUMENTATION
SECONDARY INSTRUMENTAL MUSIC METHODS
OKLAHOMA CHRISTIAN UNIVERSITY
FALL (School Year)

Name of Student: _____ Date of Observation: _____

School Observing: _____

Classes and Times / Type of Class:

(B=Concert Band; M=Marching Band; O=Orchestra; J=Jazz; C=Contest)

Name of Class	Time Observed	Director's Initial	Type
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total Hours Observing:
(round off to nearest hour)

Student Signature: _____

Director Signature: _____

Director Signature: _____

Director Signature: _____

Date Received: _____

Hours approved: _____

Signature of Instructor: _____

Name of Instructor , Rank of Professor (if desired), Oklahoma Christian University

(Phone number)

PRACTICUM / OBSERVATION DOCUMENTATION
SECONDARY INSTRUMENTAL MUSIC METHODS - GUIDELINES
OKLAHOMA CHRISTIAN UNIVERSITY
FALL (School Year)

18 Hours of Practicum must be completed by each student.

The student needs to contact the cooperating teacher in advance of observation for permission.

The student should check-in as a guest at the office of the designated school site prior to each visit.

Hours of Observation must include the following:

4 hrs Music Contest (Marching, Concert Band, or Orchestra)
5 hrs Marching Band at football games \ Marching band rehearsals
3 hrs Orchestra
3 hrs Jazz Band
3 hrs Concert Band

The student should keep records and observation notes in a spiral notebook.

The student must keep a detailed record of hours observed with appropriate signatures.

A form will be provided for the student to use to record observation information.

The student must keep notes in a spiral notebook of all observations.

Teacher suggestions will be given by (Name of Instructor) if needed.

SECONDARY METHODS

**Includes Mathematics, Language Arts, Science,
and Social Studies**



Oklahoma Christian University
School of Education
Field Experience Contract

Fall (School Year)
(To be completed during initial visit to school)

Name _____ Major _____

Course _____ Instructor _____

ASSIGNMENT

School _____ School District _____

Teacher _____ Grade/Subject _____

I agree to complete my field experience according to the following schedule:

DAYS OF WEEK

TIME OF DAY

HOURS PER WEEK

Teacher's signature

OC Student's signature

Date

***This document shows ONLY the intent to complete the field experience. The OC student must obtain teacher's signature on the "Practicum Logs" and submit for final approval.**

Oklahoma Christian University
School of Education

Date:

Dear Teacher,

Thank you for allowing our teacher candidate to fulfill practicum hours under your direction. This practicum is a part of the requirements for Secondary Methods, which is a senior level course. The purpose of the practicum is to provide in-depth and specialized work in the teacher candidate's major teaching field prior to student teaching.

Appropriate activities include:

1. Working with individuals and small groups.
2. Assisting with classroom routines, i.e. taking attendance, evaluating student work, preparing instructional materials and preparing bulletin boards.
3. Studying the curriculum, i.e., courses taught, level and sequence of the courses offered and provision for differences in students.
4. Examining how the academic progress of students is evaluated and how this is reported to parents and students.
5. Observing how students learn and the methods that teachers use to instruct and motivate them.
6. Reviewing school and classroom rules and procedures for student management.
7. Examining the use of the textbook and other resource materials (including the school library/media center) in the process of learning.
8. Noting the process used and materials developed as teachers plan for instructional delivery.
9. Noting how classroom teachers work as members of a professional team.
10. Planning for and teaching a series of lessons under your supervision, if possible.
(The teacher candidate is responsible for complete PPAT Task 4.)

Please do not hesitate to contact me if you should have any questions.

Sincerely,

Dr. Lisa Lohmann

PRACTICUM LOG – FALL (School Year)
Secondary Methods

Student's Name _____

Practicum Site _____

Practicum students must have this form completed for every twelve hours of completed time at the assigned practicum site.

DATES and TIMES:

COOPERATING TEACHER'S SIGNATURE:

COOPERATING TEACHER'S NAME (please print):

SIGNATURE:

Science Modeling Syllabus

OC Mission Statement: Oklahoma Christian University is a higher learning community which transforms lives for Christian faith, scholarship, and service.

Course Number and credit hours: GNSC 4721-one credit hour

Section Numbers: 01

Instructor: Dr. Chris Austin, Assistant Professor of Physics

Office: NSW-HSH 202K, also look for me in PEC 101 and NSW 111

Phone: 405-425-5418

E-mail: chris.austin@oc.edu

Office Hours: M, W, F: 9-10:50, M, W 1:30-2:20. The last hour of lab can also be used for office hours.

Classroom: NSW Conference Room

Class Time: TBD

Course Web address: bb.oc.edu and

<http://mediasite.ouhsc.edu/Mediasite/Catalog/catalogs/PEDGR>

Christian Worldview: The laws of science are the way that God chose for the universe to operate. Understanding these laws brings us to a closer understanding of God.

Course Objectives

Physics Goals

As a Christian community of learning, we seek the following outcomes:

Informational Literacy:

The students will write how they can incorporate NSTA journals and public science talks into their classroom.

Effective Communication:

The student will reflect on current research in both their content field and science teaching.

We will be taking data for assessment purposes on information literacy and effective communication. Rubrics will be used on all assignments for assessment purposes.

Textbook: There is no textbook for the course, but students will be required to purchase a one year student membership to NSTA (<http://www.nsta.org/membership/>). The cost is \$39 per year. You must purchase a student membership in a professional society that is related to your content field. Choices include AIBS (<http://www.access.aibs.org/?page=IndMem> cost \$30), ACS (<http://www.acs.org/content/acs/en/membership-and-networks/acs/join/categoriesprocess.html> cost \$27 or \$50), or APS (<http://www.aps.org/membership/student.cfm> cost free).

Oklahoma Christian Catalog Course Description: GNSC 4721. The course is designed to fulfill NSTA requirements for secondary science education majors. During this course, each student will complete a science portfolio based on competency based artifacts as proof of concept mastery. This portfolio consists of five different modules and sixteen assignments, each addressing a specific NSTA standard. Student teaching may not be started until the student has successfully completed this course. This course is normally offered in the fall semester.

Prerequisites: none

Major Requirements this course fulfills: This course is a required course for all science education majors.

Course Structure and Requirements: Science Modeling is a course meeting 1 hour when needed. This course's focus is on reading and discussing NSTA journals.

Communication with the Professor: The course website will be the student's most valuable information resource. The course website is located on the Oklahoma Christian Blackboard website. The web address is <http://bb.oc.edu/>. This will be the only method of communicating any special announcements for this course. **Be aware and visit regularly!**

To log in to the Blackboard website use your firstname.lastname and password. All students should verify that they can log in before the second class period. Students should contact IT services at 5555 or <http://helpdesk.oc.edu> if they encounter any difficulty with the Blackboard website.

Try my office phone if you need to contact me. I might not be in the office so e-mail an alternative way to contact me with questions or problems. I check my e-mail regularly.

Office hours will be held either in HSH 202K, NSW 111 or PEC 101. Look for me in all these locations.

Due to FERPA, grade discussions will not be conducted through email. Any grade discussions must be made during scheduled office hours.

All communication with the professor must be professional. Any emails that are not professional will not get a response from the professor.

Course Component Weighting: The student's course grade will be determined as follows:

Course Component Weights	
NSTA Journal Reflections	25% (5% each)
Talk Reflections	25% (5% each)

Science Fair Reflection	10%
NSTA Membership	7.5%
Professional Association Membership	7.5%
Final Reflection	25%

Grading Scale: Students should expect no 'curving' of grades due to the opportunities to earn extra credit. Under no circumstances will any grade be considered for 'curving' if all required work has not been submitted. Students who are unwilling to help themselves by doing the required work deserve no additional unearned help. The final course grade will be determined by consulting the following table:

Final Grade Calculations	
Final Weighted Average	Final Course Grade
1.000 - 0.900	A
0.899- 0.800	B
0.799 - 0.700	C
0.699 - 0.600	D
0.599 - 0.000	F

Students may view six weeks grades on myoc on October 11th. These grades will include everything that is graded up to that point. The student may schedule an appointment to discuss grades during office hours at any time. Due to confidentiality concerns the professor will not discuss grades over email.

Course Components

Students taking this course may eventually become responsible for effective communication in their jobs. Society's tacit assumption is that professionals are as well-prepared as possible, with high University-level academic performance and skills. Part of this preparation is effective writing, so be certain to proofread your work prior to submitting any written assignment: all lab assignments will be graded on English usage, organization, and neatness in addition to content.

NSTA Journal Reflections

The student will read five NSTA journal articles throughout the semester and then write a reflection on the article. The reflection will be evaluated using the provided rubric. All NSTA reflections need to be submitted by 11:59 PM on the day that it is due.

The journals you that may choose to write a reflection out of include: (1) Science Scope -

a journal for middle school science teachers, (2) The Science Teacher - a journal for high school teachers, or (3) Journal of College Science Teaching - a journal for college science professors. You should gain access to these journals once you become a member of NSTA. You also can access these journals through the Oklahoma Christian University Library. Make sure to indicate what article you are reflecting on by giving the bibliography information at the end of the reflection.

Science Talk Reflections

The student will watch five professional talks throughout the semester and then write a reflection on the talk. The reflection will be evaluated using the provided rubric. All science talk reflections need to be submitted by 11:59 PM on the day that it is due.

The talks may be found at

<http://mediasite.ouhsc.edu/Mediasite/Catalog/catalogs/PEDGR>. You may pick any talk at this website to write your reflection. Make sure to indicate what talk you are reflecting on by giving the link to the talk at the end of the reflection.

Science Fair Reflection

The student will judge a science fair and then write a reflection on the experience. The reflection will be evaluated using the provided rubric. This reflection needs to be submitted in Blackboard by December 2nd at 11:59 PM.

Memberships

The student will join both the professional society of their content field and also NSTA. The student will receive either full credit or a zero. Proof of both NSTA membership and the professional society of their content field must be provided to Dr. Austin by December 2nd at 11:59 PM.

Final Reflection

The student will write a final reflection based on their experiences this semester. The reflection will be written the last week of the semester. The reflection will be evaluated using the final reflection rubric. The final reflection rubric will not be available until December 2nd at 11:59 PM. This will ensure every reading from the semester will be considered. This reflection needs to be submitted in Blackboard by December 9th at 11:59 PM.

Course Policies

Attendance/Participation: Attendance will be taken every class period. Since we only meet when needed students may not miss without penalty. The assignments that are due that day will be given a zero for any unexcused absences.

It is the responsibility of the student to take ownership of their learning. I have found in the past that students often get out of a class what they put into the class. Student's typically struggle when the student does not put sufficient effort into the class. This includes participation in the classroom. Never be hesitant to ask a question or provide an answer to a question that is given. Student participation is one of the primary factors I

use when curving final grades and for letters of recommendation.

Make-Ups: No 'make-up' work will be given or accepted with the exception of documented extreme illness, death in the family, or Oklahoma Christian University sponsored activities.

Grade Appeals: Any grade appeals on anything that is graded in must be made during office hours within one week of that assignment being returned. The instructor will not consider any grade appeals after one week.

Grade appeals will only be considered for only grading mistakes. No appeals for partial credit will be heard. Any appeals for partial credit will result in an automatic zero for the item that is being appealed.

APPENDIX A

O.C. FORMATIVE ASSESSMENT (Revised Nov. 2014)

Candidate's Name:
Candidate's Major
Evaluator's Name:
School Site:
Subject Taught:
Grade Level Taught:
Date:

Item	0	1 Basic	2 Emerging	3 Target	4 Exemplary	N/ A
1. Lesson Plans – writes lesson plan to achieve objectives (InTASC 7)CAEP 1	<i>Lesson plan does not coincide with stated objective or no objective (or no lesson plan)</i>	<i>Objective not quantifiable. Portions of lesson do not align with objective</i>	<i>Objective and plan align. Objective not quantifiable</i>	<i>Objective is quantifiable and plan is aligned</i>	<i>Objective is quantifiable & higher-level, plan aligned</i>	
2. Preparation – plans for delivery of lesson relative to objectives (InTASC 7) CAEP 1	<i>All materials not prepared. Evidence of errors in content knowledge.</i>	<i>Some materials not prepared <u>and</u> evidence of errors in content knowledge</i>	<i>Some materials not prepared <u>or</u> evidence of errors in content knowledge</i>	<i>Prepared materials. Demonstrates accurate knowledge of content.</i>	<i>Prepared materials. Evidence of knowledge beyond the objective(s)</i>	
3. Routine – uses minimum class time for non-instructional routines (InTASC 3) CAEP 1	<i>Teacher must intervene in all routines and procedures. Instructional time is wasted. Inefficient transitions</i>	<i>Teacher must intervene in most routines and procedures. Instructional time is wasted. Inefficient transitions</i>	<i>Students reminded of procedures and follow them with teacher guidance. Sufficient transitions</i>	<i>Students know routines and procedures and follow them with teacher guidance. Efficient transitions.</i>	<i>Students know routines and procedures and follow them with minimal teacher intervention. Efficient transitions.</i>	
4. Discipline – clearly establishes expected behavior, encourages positive behavior, and stops inappropriate behavior effectively (InTASC 3) CAEP 1	<i>Candidate attempts to stop inappropriate behavior but the lesson is greatly interrupted. Corrected students act embarrassed.</i>	<i>Candidate attempts to stop inappropriate behavior and without embarrassing the student(s)</i>	<i>Candidate shares expectations <u>or</u> praises good behavior. Stops inappropriate behavior quickly and without embarrassing the student(s)</i>	<i>Candidate shares expectations and praises good behavior. Stops inappropriate behavior quickly and without embarrassing the student(s)</i>	<i>Candidate shares expectations and praises good behavior. Stops inappropriate behavior without disrupting the flow of the lesson or embarrassing the student(s)</i>	

5. Community of Learners – provides pleasant, safe, & orderly climate and rapport (InTASC 3) CAEP 1	<i>Classroom is physically safe. Evidence of teasing <u>and</u> bullying. Students reluctant to respond. Or, the classroom is noticeably unsafe.</i>	<i>Classroom is physically safe. Evidence of teasing <u>or</u> bullying. Students reluctant to respond.</i>	<i>Classroom is free from teasing and bullying. Limited student responses</i>	<i>Classroom is safe & orderly. Free from teasing and bullying. (Students respond)</i>	<i>Candidate encourages students' responses. Classroom is safe both physically & emotionally. No teasing and bullying. (Students openly respond). Climate is pleasant</i>	
6. Inclusion – works with students having physical, mental, and emotional disabilities (planning and teaching) (InTASC 1) CAEP 1	<i>Candidate makes universal modifications or accommodations. Students are not monitored</i>	<i>Candidate makes universal modifications or accommodations. Minimal evidence of monitoring.</i>	<i>Candidate makes modifications and/or accommodations for all students with special needs. Minimal evidence of monitoring.</i>	<i>Candidate makes appropriate modifications and/or accommodations for all students with special needs. Evidence of monitoring progress</i>	<i>Candidate makes appropriate modifications and/or accommodations for all students with special needs. Frequently monitors these students.</i>	
7. Cultural Awareness – provides for differences among students, enhances cultural knowledge (no diversity = NA) (InTASC 2) CAEP 1	<i>Culture referenced but not in alignment with objective</i>	<i>Cultural reference has errors</i>	<i>Learning activities connect to a culture but does not relate to the culture of current students (i.e. referencing Chinese culture but no Chinese students in class)</i>	<i>Learning activities connect to one culture of current student(s)</i>	<i>Learning activities connect to cultures of multiple students.</i>	
8. Establishes Objective(s) – communicates instructional objective(s)	<i>Stated objective is not the objective of the lesson, or no objective is stated</i>	<i>Objective(s) stated at inappropriate time during the lesson (after the lesson has been taught)</i>	<i>Objective(s) communicated in writing only</i>	<i>Objective(s) clearly communicated orally at the beginning of lesson</i>	<i>Objective(s) clearly communicated orally and in writing (if grade-level appropriate) at beginning of lesson</i>	
9. Stresses Sequence – relates topic to previous and future learning (InTASC 7) CAEP 1	<i>Reference to past or future learning not aligned to objective</i>	<i>Reference to past or future learning is not accurate (connection has errors)</i>	<i>Objective related to past <u>or</u> future learning</i>	<i>Objective related to past <u>and</u> future learning</i>	<i>Objective related to past <u>and</u> future learning. Examples given or involves questioning</i>	

10. Relates Objective(s) – relates subject to existing student experiences (InTASC 5) CAEP 1	<i>Learning experiences show incorrect tie to real-world, students' lives, or content areas</i>	<i>Learning experiences related to real-world, but no connection shown to students' lives or content area</i>	<i>Learning experiences related to students' lives <u>or</u> another content area</i>	<i>Learning experiences connect learning to students' lives and another content area.</i>	<i>Learning experiences connect to students' lives & other content areas. Students challenged to think of additional connections</i>	
11. Involves all Learners – uses signaled responses, questioning techniques (InTASC 8) CAEP 1	<i>Evidence of questioning but students not engaged</i>	<i>Teacher asks close-ended questions.</i>	<i>Teacher demonstrates a variety of questioning techniques. Partial student engagement</i>	<i>Teacher demonstrates a variety of questioning techniques including signaled responses. Students responding</i>	<i>Teacher demonstrates a variety of questioning techniques. All students engaged in questioning & signaled responses.</i>	
12. Explains Content-teaches the objectives through a variety of appropriate methods (InTASC 8) CAEP 1	<i>Ineffectively uses cooperative learning, questions, compare & contrast, non-linguistic rep., students summarizing or note-taking</i>	<i>Uses one: cooperative learning, questioning, compare & contrast, non-linguistic representation, students summarizing or note-taking</i>	<i>Effectively uses two: cooperative learning, questioning, compare & contrast, non-linguistic rep., students summarizing or note-taking</i>	<i>Effectively uses three: cooperative learning, questioning, compare & contrast, non-linguistic rep., students summarizing or note-taking</i>	<i>Effectively uses four: cooperative learning, questioning, compare & contrast, non-linguistic representation, students summarizing or note-taking</i>	
13. Explains Directions – gives directions that are clearly stated	<i>Directions given but are unclear. Students are confused.</i>	<i>Directions given but at inappropriate time (ex. after activity has begun)</i>	<i>Directions explained, but no check for comprehension</i>	<i>Directions clearly explained. Checks for comprehension</i>	<i>Directions are clearly explained. Checks for comprehension. Directions are both oral and written (if grade appropriate).</i>	
14. Models – demonstrates the desired skills (InTASC 8) CAEP 1	<i>Demonstration shows errors <u>and</u> at inappropriate time during lesson</i>	<i>Demonstration at inappropriate time (ex. after activity has begun)</i>	<i>Demonstration provided, but no check for comprehension</i>	<i>Demonstrates desired skills and checks for comprehension</i>	<i>Demonstrates the desired skills, checks for comprehension, includes visuals</i>	
15. Instructional Technology & Resources -- uses appropriate print and non-print media (InTASC 8)	<i>Technology and/or resources usage present but not aligned to objective</i>	<i>Technology <u>or</u> resources strengthen one aspect of lesson</i>	<i>Technology <u>or</u> resources strengthen multiple aspects of lesson</i>	<i>Technology <u>and</u> resources strengthen portion of lesson</i>	<i>Technology <u>and</u> resources strengthen multiple aspects of lesson</i>	

CAEP 1						
16. Literacy – embeds the components of literacy (reading, writing, vocabulary, listening, speaking) into all instructional content (InTASC 7) CAEP 1	<i>Students engaged in one component of literacy (reading, writing, listening, speaking, or vocabulary)</i>	<i>Students engaged in 2 of the 5 components of literacy (reading, writing, listening, speaking, and vocabulary) in alignment with the objective</i>	<i>Students engaged in 3 of the 5 components of literacy (reading, writing, listening, speaking, and vocabulary) in alignment with the objective</i>	<i>Students engaged in all components of literacy in alignment with the objective</i>	<i>Students engaged in all components of literacy in alignment with the objective. All literacy elements are utilized effectively</i>	
17. Monitors – checks to determine if students are progressing; evidence of assessment (InTASC 6) CAEP 1	<i>Assessment is not aligned with objective(s) or no assessment given</i>	<i>Assesses before or during or after instruction aligned with objectives</i>	<i>Assesses during two of three: before, during, and after aligned with objectives</i>	<i>Assesses before, during, and after instruction aligned with objectives</i>	<i>Assesses before, during, and after instruction with multiple assessment formats aligned with objectives</i>	
18. Adjusts – Changes instruction based on monitoring (InTASC 6) CAEP 1	<i>Uses formative assessment to reteach, if necessary. Re-teaching is incorrect or not aligned with objective.</i>	<i>Uses formative assessment to reteach, if necessary. Re-teaching is in the same format as original instruction</i>	<i>Uses formative assessment to reteach, if necessary.</i>	<i>Uses formative assessment to clarify and reteach, if necessary. All student questions are answered</i>	<i>Uses formative assessment to clarify and reteach (if necessary), and enrich instruction. All student questions are answered</i>	
19. Guides Practice - Requires practice while under direct supervision (InTASC 5) CAEP 1	<i>Guided practice not aligned with objective</i>	<i>Evidence of guided practice. Majority of students not engaged, supervision is lacking</i>	<i>Supervises guided practice. Aligned with objectives. Some students engaged</i>	<i>Supervises guided practice. Most students engaged. Aligned with objectives.</i>	<i>Supervises guided practice. Students appropriately engaged. Promotes higher-level thinking evident. Aligned with objectives</i>	
20. Independent Practice – Requires practice without supervision (InTASC 5) CAEP 1	<i>Evidence of independent practice. Not aligned with objective(s).</i>	<i>Evidence of independent practice aligned with objectives. Excessive teacher intervention required</i>	<i>Evidence of independent practice aligned with objectives. Frequent teacher intervention required</i>	<i>Evidence of independent practice aligned with objectives. Minimal teacher intervention required.</i>	<i>Independent practice aligned with objectives with no teacher intervention required. Promotes higher level thinking</i>	
21. Establishes Closure – Summarizes and fits into content what has been taught	<i>Closure is not related to objectives or not stated</i>	<i>Closure is ineffective because it is rushed due to poor time management</i>	<i>Closure is timely and related to objectives</i>	<i>Closure is timely, related to objective(s), and involves students</i>	<i>Closure is timely, related to objective(s), involves students, includes multiple</i>	

(InTASC 8) CAEP 1					questions or techniques	
22. Appropriate dress/grooming (OC 16)	<i>Inappropriate dress and grooming. Detracts from professionalism. Distracting to students</i>	<i>Grooming and dress do not meet school and university expectations - not appropriate for level or content area</i>	<i>Grooming or dress do not meet school and university expectations – not appropriate for level or content area</i>	<i>Professional grooming and dress that meets school and university expectations</i>	<i>Professional grooming and dress that meets school and university expectations. Appropriate for level and content area</i>	
23. Speaks clearly, audibly, and effectively	<i>Unclear, soft, and ineffective speech. Students cannot understand</i>	<i>Speech is unclear and either too loud, or too soft. Evidence of slang & poor grammar</i>	<i>Speech is unclear. Evidence of slang / poor grammar</i>	<i>Speech is clear, audible, & effective.</i>	<i>Speech is clear, appropriately audible, & effective. Uses professional terminology. No slang</i>	
24. Relates well with students by showing interest, enthusiasm, and respect (engaging, uses eye contact, shows understanding of students)	<i>Teacher is disengaged.</i>	<i>Shows sporadic interest in students. Lack of student respect for the teacher</i>	<i>Shows interest in students.</i>	<i>Shows interest in students. Engaging, uses eye contact, shows understanding of students</i>	<i>Shows genuine interest in students. Engaging with enthusiasm and respect. Uses eye contact, shows understanding of students, refers to students by name</i>	

APPENDIX B

(Complete this form for an overall assessment of the candidate's performance for the entire semester.)

Practicum SUMMATIVE Assessment Instrument

Oklahoma Christian University
School of Education

Item	0	1 Basic	2 Emerging	3 Target	4 Exemplary	n/a
1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (INTASC 1) CAEP 1	<i>Creates and implements instruction that is developmentally inappropriate. Evidence that few students are learning.</i>	<i>Creates and implements instruction that includes some learning activities that are obviously developmentally inappropriate. Evidence that some students are learning.</i>	<i>Creates and implements developmentally appropriate instruction that takes into account individual learner's needs. Evidence that most students are learning.</i>	<i>Creates and implements developmentally appropriate instruction that takes into account individual learners' strengths and needs and enables each learner to advance and accelerate his/her learning. Evidence that students are being challenged.</i>	<i>Creates and implements developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and enables each learner to advance and accelerate his/her learning. Evidence that students are being challenged.</i>	
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (INTASC 2) CAEP 1	<i>Evidence of relating instruction to build on learners' prior knowledge.</i>	<i>Evidence of connecting learning activities to culture, but not the culture of students in the classroom. Evidence of relating instruction to build on learners' prior knowledge.</i>	<i>Evidence of connecting learning activities to culture, but not the culture of students in the classroom. The teacher designs instruction to build on learners' prior knowledge. Includes a strategy for making content accessible to English language learners</i>	<i>Learning activities connect to learners' culture. The teacher designs instruction to build on learners' prior knowledge. Includes strategies for making content accessible to English language learners</i>	<i>Brings multiple perspectives to the learning of content, including attention to learners' personal, family, community experiences and culture. The teacher designs instruction to build on learners' prior knowledge and experiences. Includes strategies for making content accessible to English language learners</i>	
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC 3) CAEP 1	<i>Attempts to establish a learning climate of openness and mutual respect but does not seek input from others for guidance. Learning experiences are always non-collaborative.</i>	<i>Attempts to establish a learning climate of openness and mutual respect but does not seek input from others for guidance. Develops learning experiences that engage learners in collaborative learning</i>	<i>Collaborates with learners to build a safe, positive learning climate of openness and mutual respect. Develops learning experiences that engage learners in collaborative learning</i>	<i>Collaborates with learners and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. Develops learning experiences that engage learners in collaborative learning</i>	<i>Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. Develops learning experiences that engage learners in collaborative and</i>	

					<i>self-directed learning</i>	
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (INTASC 4) CAEP 1	<i>Incorporates limited representations or explanations. Relies on textbook instead of using supplementary resources. No connection to prior knowledge.</i>	<i>Incorporates limited representations or explanations. Connects content to prior knowledge. Relies on textbook instead of using supplementary resources.</i>	<i>Incorporates multiple representations or explanations. Connects content to prior knowledge. Uses supplementary resources and technologies effectively.</i>	<i>Effectively uses multiple representations and explanations. Engages learners in applying methods of inquiry. Connects content to prior knowledge. Uses supplementary resources and technologies effectively.</i>	<i>Effectively uses multiple representations and explanations. Engages students in learning experiences that encourage learners to understand, question, and analyze ideas from diverse perspectives. Engages learners in applying methods of inquiry. Connects content to prior knowledge. Uses supplementary resources and technologies effectively.</i>	
5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues. (INTASC 5) CAEP 1	<i>Uses lower-level thinking activities. Evidence of relating content to other disciplines.</i>	<i>Evidence of engaging learners in applying content knowledge in higher-level thinking activities.</i>	<i>Engages learners in applying content knowledge in higher-level thinking activities. Engages learners in questioning and challenging assumptions.</i>	<i>Engages learners in applying content knowledge to real world problems and viewing content from others' perspective. Engages learners in questioning and challenging assumptions in order to foster problem solving in local and global contexts.</i>	<i>Develops and implements learning activities that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines. Engages learners in applying content knowledge to real world problems. Engages learners in questioning and challenging assumptions in order to foster problem solving in local and global contexts.</i>	

6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (INTASC 6) CAEP 1	<i>Monitors students' progress with the same basic type of assessment.</i>	<i>Monitors students' progress via basic assessment strategies. Data are analyzed</i>	<i>Monitors students' progress via a variety of assessment strategies. Data are analyzed and used to change instruction and lesson plans.</i>	<i>Monitors students via a variety of assessment strategies (both formative and summative). Attempts to engage learners in their own growth and self-monitoring. Data are analyzed and used to change instruction and lesson plans. Discusses assessment data with students.</i>	<i>Monitors students via a variety of assessment strategies (both formative and summative). Effectively engages learners in their own growth and self-monitoring. Data are analyzed and used to change lesson plans and teaching styles to meet the needs of students and enhance learning. Discusses assessment data with students.</i>	
7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (INTASC 7) CAEP 1	<i>Creates learning experiences that are aligned to standards.</i>	<i>Creates learning experiences that are aligned to standards. Plans include accommodations or modifications.</i>	<i>Creates learning experiences that are aligned to standards. Plans include appropriate strategies and accommodations, and resources. Develops appropriate sequencing of learning experiences.</i>	<i>Creates learning experiences that are aligned to standards. Plans include appropriate strategies and accommodations, and resources. Develops appropriate sequencing of learning experiences. Plans based on assessment data and prior knowledge.</i>	<i>Creates learning experiences that are aligned to standards. Plans to achieve each student's learning goals, choosing appropriate strategies and accommodations, and resources to differentiate instruction. Develops appropriate sequencing of learning experiences. Plans based on assessment data, prior knowledge, and learner interest. Evaluates plans in relation to short- and long-range goals and adjusts plans to meet each student's learning needs.</i>	

<p>8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (INTASC 8) CAEP 1</p>	<p><i>Presents material the same way every day. Lessons are teacher-centered with minimal student interaction.</i></p>	<p><i>Evidence of using technology and a limited instructional strategies. Questions are generally close-ended.</i></p>	<p><i>Uses appropriate strategies and resources, including technology, in learning activities. Uses a variety of instructional strategies. Asks questions to stimulate discussion</i></p>	<p><i>Uses appropriate strategies and resources, including technology, to adapt instruction to the needs of learners. Provides multiple models and representations of concepts and uses a variety of instructional strategies. Asks questions to stimulate discussion</i></p>	<p><i>Uses appropriate strategies and resources, including technology, to adapt instruction to the needs of individuals and groups of learners. Appropriately varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience). Provides multiple models and representations of concepts and uses a variety of instructional strategies. Asks questions to stimulate discussion</i></p>	
<p>9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (INTASC 9) CAEP 1</p>	<p><i>Reflects on teaching only when in conference with university supervisor or cooperating teacher. Candidate has not participated in professional learning.</i></p>	<p><i>Adapts practice, but changes are not necessarily based on evidence, rather on personal preference. Candidate has not participated in professional learning.</i></p>	<p><i>Limited participation in professional learning. No evidence of seeking additional training. Reflects on choices and actions with school stakeholders. Uses evidence to adapt practice to meet the needs of some learners.</i></p>	<p><i>Engages in professional learning at the required level for student-teaching. Reflects on and evaluates choices and actions with school stakeholders. Uses evidence to adapt practice to meet the needs of each learner.</i></p>	<p><i>Pursues professional learning beyond the requirements of student-teaching. Continually reflects on and evaluates choices and actions with all school stakeholders. Uses all relevant evidence to adapt practice to meet the needs of each learner.</i></p>	
<p>10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (INTASC 10) CAEP 1</p>	<p><i>Sporadic attendance at team and parent meetings.</i></p>	<p><i>Attends instructional team meetings and parent meetings.</i></p>	<p><i>Attends instructional team meetings and offers ideas to enhance learning. During parent meetings, offers input related to the student as allowed.</i></p>	<p><i>Takes an active role on the instructional team. Works with other school professionals to plan learning on how to meet diverse needs of learners. During parent meetings, offers input related to the student as allowed.</i></p>	<p><i>Takes an active role on the instructional team. Works with other school professionals to plan and facilitate learning on how to meet diverse needs of learners. Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development</i></p>	

11. The teacher approaches teaching with positive and enthusiastic participation (OC PACE)	<i>Candidate's attitude is negative and thus promotes a negative view of teaching.</i>	<i>Evidence of candidate complaining about teaching or workload.</i>	<i>Candidate is positive. No evidence of being excited about teaching</i>	<i>Candidate is positive and excited about teaching.</i>	<i>Candidate's attitude promotes a positive classroom atmosphere. The teacher is positive and excited to be teaching.</i>	
12. The teacher meets deadlines and aims toward excellence (OC PACE)	<i>The teacher demonstrates poor effort and does not meet deadlines.</i>	<i>The teacher rarely meets deadlines. Effort is marginal.</i>	<i>Evidence of not meeting all deadlines but generally tries to do a good job.</i>	<i>The teacher meets all deadlines and generally aims toward excellence.</i>	<i>The teacher meets all deadlines, is dependable, and aims toward excellence in all facets of teaching.</i>	
13. The teacher demonstrates a Christian and professional attitude with stakeholders and university supervisors (OC PACE)	<i>Observers would not recognize a Christian attitude. Evidence of disrespect or generally behaving unprofessionally</i>	<i>The teacher demonstrates a Christian attitude to others but often makes poor professional decisions</i>	<i>The teacher demonstrates a Christian attitude. Treats others with respect. Instances of poor professional decision making.</i>	<i>The teacher demonstrates a Christian attitude. Treats others with respect. Displays professionalism.</i>	<i>The teacher demonstrates a Christian attitude in all circumstances. Treats others with respect. Evidence of serving others beyond the classroom. Displays professionalism.</i>	
14. Maintains punctual and regular attendance (PACE OC)	<i>Late to school most days and often leaves early. Evidence of being absent for reasons other than family emergency or illness.</i>	<i>Evidence of arriving late to school and leaving early, <u>or</u> evidence of absences for reasons other than illness or family emergency.</i>	<i>No absences other than illness or family emergency. Evidence of arriving late to school or leaving early.</i>	<i>No absences other than for illness or family emergency. Punctual and on site for required time.</i>	<i>Punctual or early arrival and remains on site beyond time required. No absences other than illness or family emergency.</i>	
15. Exemplifies mature behavior and emotional stability (PACE OC)	<i>Displays consistent immature behavior. Not stable.</i>	<i>Frequent instances of emotional instability or immaturity.</i>	<i>Evidence of immature behavior or emotional instability.</i>	<i>Behavior shows appropriate maturity. No indication of emotional instability.</i>	<i>Behavior shows maturity beyond his/her years. No indication of emotional instability.</i>	
16. Maintains appropriate grooming/dress (OC)	<i>Inappropriate dress and grooming. Detracts from professionalism. Distracting to students</i>	<i>Grooming and dress do not meet school and university expectations - not appropriate for level or content area</i>	<i>Grooming or dress do not meet school and university expectations – not appropriate for level or content area</i>	<i>Professional grooming and dress that meets school and university expectations</i>	<i>Professional grooming and dress that meets school and university expectations. Appropriate for level and content area</i>	